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ABSTRACT

This report summarizes the participation and achievement information provided by state education agencies on the Chapter 1 Migrant Education Program (MEP) for 1991-92. The 1991-92 school year was marked by dramatic growth in the number of participants receiving MEP services in both regular and summer terms. In both terms, migrant participants were more likely to receive reading and mathematics than any other instructional service. Of the 531,841 participants reported as an unduplicated count of both terms, 80 percent were Hispanic and 11 percent were White, not Hispanic. Fifty-four percent were formerly migrant, 32 percent were currently migrant interstate, and 14 percent were currently migrant intrastate. Participation increased 22 percent from the previous year. Four percent of participants were disabled, and 20 percent were limited English proficient. States reported achievement data in basic and advanced reading and mathematics for students in grades 2-12 using various norm-referenced models (one point in time, two points in time, pretest/posttest, and sustained gain models). Federal funding for Chapter 1 MEP was approximately $294.6 million, a 4 percent increase from the previous year. The allocation per participant was $554. Extensive data tables detail information for the regular and summer terms on number and characteristics of migrant participants, services provided, full-time equivalent teachers and other staff, achievement results for basic and advanced reading and mathematics, and funding allocations by year and state. Appendices discuss program evaluation requirements, reporting problems, and methodology, and contain the data collection instrument and instructions. (SV)

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Chapter 1 Migrant State Performance Report Data
1991-92

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A SUMMARY OF CHAPTER 1 MIGRANT STATE PERFORMANCE REPORT PARTICIPATION AND ACHIEVEMENT INFORMATION

Recognizing the educational needs of the migratory children of migratory agricultural workers, P.L. 89-750, was enacted in November 1966, amending Title I of the Elementary and Secondary Education Act (ESEA), to authorize a program of services for these youths. The Migrant Education Program (MEP) was most recently reauthorized by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title I, Chapter 1, Part B and Part D, Subpart 1 (20 U.S.C. 2741-2790) (expires September 30, 1993). P.L. 100-297 authorized funds to state educational agencies (SEAs) for "programs and projects...which are designed to meet the special educational needs of migratory children of migratory agricultural workers (including migratory agricultural dairy workers) or of migratory fishermen, and to coordinate such programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children" (Section 1202). This report summarizes the participation and achievement information provided by state education agencies (SEAs) on the Chapter 1 Migrant Education Program (MEP) for the 1991-92 school year. The 1991-92 school year marked the eighth year that SEAs were required to submit information using the State Performance Report.[1]

1. PARTICIPATION

The 1991-92 school year was marked by dramatic growth in the number of participants receiving MEP services in both terms. In both terms, migrant participants were more likely to receive reading and mathematics than any other instructional service. While participation increased, the number of staff remained fairly stable from the previous year, causing the participant per instructional staff ratio to increase in both terms.

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[1]In 1991-92, State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the MEP. The District of Columbia and Puerto Rico are treated as states for the purpose of this analysis.

Overall

- Of the 531,841 migrant education program participants reported as an unduplicated count of both regular and summer term participants (and categorized by ethnicity, migrant status, gender, and year of birth) in 1991-92, 80 percent were Hispanic and 11 percent were white, not Hispanic. The remaining ethnic groups each constituted 3 percent or less of the total. (Table 1.1)

- In 1991-92, 54 percent of the participants were formerly migrant, 32 percent were currently migrant across states (interstate), and 14 percent were currently migrant within a state (intrastate). (Table 1.3)

- Nationally, the percentage of participants classified as currently migrant declined 2 percent between 1990-91 and 1991-92. Twenty-nine states reported decreases in the number of currently migrant participants served. (Table 1.4)

- Participation reported by race/ethnicity, migrant status, gender, and year of birth increased 22 percent from 1990-91 to 1991-92. Thirty-eight states reported increases in participation. (Tables 1.1, 1.3, and 1.5)

- Four percent of migrant participants were reported as disabled, compared to 7 percent of the total child and youth population. (Table 1.8)

- States reported that nearly 20 percent of migrant students were limited English proficient (LEP). (Table 1.9)

Program Descriptive Data

Regular Term

- States reported 467,059 participants by grade in the 1991-92 regular term. The number of regular term participant increased 22 percent from the previous year, and by 50 percent since 1984-85 when the data collection began. From 1990-91 to 1991-92, regular term participation increased in 36 states. (Tables 1.10 and 1.11 and Figure 1.1)

- Forty-four percent of regular term participants were classified as currently migrant and 56 percent as formerly migrant. (Figure 1.2)

- Nearly one-half of the regular term participants were served in the elementary grades (1 through 6). The proportion of preschoolers and secondary students receiving services increased slightly from 1990-91 to 1991-92, while the percentage of elementary students receiving services decreased. (Table 1.10)

- Almost one-third of regular term migrant participants received reading services and nearly one-quarter received mathematics services. The number of participants receiving reading and mathematics services increased between 1990-91 and 1991-92, while the percentages of students receiving these services declined. (Table 1.12)

- With the exception of other instructional services, the percentage of students receiving services was lower in 1991-92 than in 1984-85. The percentage of students receiving reading services dropped from 48 percent in 1984-85 to 31 percent in 1991-92. A similar trend was found in mathematics services, with 33 percent of participants served in 1984-85, compared to 24 percent in 1991-92. (Table 1.14)

- Over one-half of regular term participants received social work and outreach services, 31 percent received other supporting services, and 13 percent received health services. Ten percent or less of participants received guidance and counseling, dental, nutrition, or transportation services. (Table 1.14)

- With the exception of social work and outreach and nutrition services, the percentage of participants receiving supporting services declined in all categories from 1990-91 to 1991-92. Since 1984-85, the percentage of students receiving health, dental, and transportation services has been declining steadily. (Table 1.14)

- In 1991-92, there were 8,769 full-time equivalent (FTE) staff funded by the migrant education program in the regular term, a 3 percent decrease from 1990-91. The number of teachers increased 1 percent, while the number of teacher aides decreased by 11 percent. The participant to instructional staff ratio was 89:1 in 1991-92. (Tables 1.27 and 1.15 and Figure 1.3)

Summer Term

- In 1991-92, states reported 197,072 summer term participants, an increase of 32 percent over the previous year. Summer term participation has nearly doubled since 1984-85. From 1990-91 and 1991-92, 41 states reported an increase in summer term participation. (Table 1.17 and Figure 1.4)

- Forty-one percent of summer term participants were classified as currently migrant and 59 percent as formerly migrant. (Figure 1.5)

- Over one-half of summer term participants were served in the elementary grades (1 through 6). Preschoolers accounted for 22 percent of total participation, and secondary students accounted for 23 percent. (Table 1.17)

- In the summer term, 57 percent of participants received reading services, 51 percent received mathematics services, and 39 percent received other language arts services. Since 1984-85, the proportion of migrant participants receiving services decreased in all instructional categories, with large decreases in ESL, other language arts, mathematics, and vocational services. (Tables 1.19 and 1.21)

- Over 60 percent of summer term participants received social work and outreach services, one-half received other supporting services, and about one-third received nutrition and transportation services. (Table 1.19)

- The percentage of summer term participants reported as receiving health and dental services has been steadily declining since 1984-85. (Table 1.21)

- In 1991-92, there were 10,948 full-time equivalent (FTE) staff funded by the migrant education program in the summer term, a 2 percent increase over the previous year. The number of teachers increased by 8 percent, while the number of teacher aides decreased by 7 percent. The ratio of participants to instructional staff in 1991-92 was 28:1. (Tables 1.22 and 1.27 and Figure 1.6)

Projects and Project Sites

- In 1991-92, 1,706 projects and/or subgrants operated Chapter 1 MEPs across the nation. Within the projects and/or subgrants, there were 8,488 project sites, for an average of 5 project sites per project and/or subgrant. (Table 1.24)

- Of the total number of projects and/or subgrants, 38 percent were operated in the regular term only, 7 percent in the summer term only, and 56 percent in both terms. One-half of the project sites were operated in the regular term only, 3 percent in the summer term only, and 47 percent in both terms. (Table 1.24)

Program Comparisons

- In 1991-92, the MEP, particularly in the summer term, served a greater proportion of preschoolers than did the Chapter 1 LEA program or the public school system as a whole. (Table 1.25)

- Chapter 1 LEA students were more likely than MEP students in either term to receive reading services. About the same proportion of summer term MEP and Chapter 1 LEA program participants received mathematics services. There was a greater emphasis on supporting services in the MEP summer term than in the MEP regular term or Chapter 1 LEA program. (Table 1.26)

- The Chapter 1 LEA program devoted more staff to instructional services (86 percent), that did the MEP (between 60 and 65 percent). This may be due to the increased availability of supporting services in the MEP, including referral and advocacy, and the supplementary nature of the MEP in relation to the Chapter 1 LEA program. (Table 1.27)

- The ratio of participants to instructional staff for the Chapter 1 LEA program (40:1) was higher than that reported for the MEP summer term (28:1), but lower than that reported for the MEP regular term (89:1). (Table 1.27)

2. ACHIEVEMENT[2]

Nineteen states reported achievement data for all eligible students. Thirty-two states reported achievement information for currently migrant participants tested using a norm-referenced, point-in-time assessment model (about one-half of the states reported one-point-in-time scores, while the other half reported two-points-in-time scores). For regular term formerly migrant participants, 33 states provided some form of achievement data for participants tested using a norm-referenced pretest and posttest model, and 29 states provided sustained gain information in the required format. (Figure 2.1)

A larger number of participants were tested in basic skill subject areas than in advanced skill subject areas across all testing models. For example, for formerly migrant participants, the number tested ranged from 31,497 in basic skills mathematics using a pretest and posttest model, to 7,070 in advanced skills mathematics using a sustained gain model. (Tables 2.13 through 2.16)

In general, migrant participants performed better in mathematics than in reading. For example, looking at basic skills test results for formerly migrant participants, pretest percentiles in reading ranged from a high of 22 to a low of 18, while mathematics pretest percentiles ranged from a high of 35 to a low of 29. (Tables 2.13 through 2.16)

Results for All Eligible Students Tested Using a Norm-Referenced One-Point-in-Time Model

- Basic Reading -- Eighteen states reported information, with scores reported for 16,749 formerly migrant participants and 9,391 currently migrant participants. Point-in-time percentiles for formerly migrant participants ranged from 42 (grade 10) to 32 (grade 12), while point-in-time percentiles for currently migrant participants ranged from 50 (grade 12) to 35 (grades 4 and 9). (Table 2.1)

- Advanced Reading -- Fifteen states reported information, with scores reported for 9,519 formerly migrant participants and 4,548 currently migrant participants. Point-in-time percentiles for formerly migrant participants ranged from 37 (grade 8) to 30 (grades 9 and 11), while point-in-time percentiles for currently migrant participants ranged from 37 (grade 6) to 29 (grade 12). (Table 2.2)

- Basic Mathematics -- Nineteen states reported information, with scores reported for 16,010 formerly migrant participants and 9,129 currently migrant participants. Point-in-time percentiles for formerly migrant participants ranged from 57 (grade 11) to 43 (grade 3), while point-in-time percentiles for currently migrant participants ranged from 54 (grade 12) to 42 (grade 9). (Table 2.3)

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[2]Refer to Appendix B for a discussion on the limitations of the achievement data.

- Advanced Mathematics -- Fifteen states reported information, with scores reported for 8,330 formerly migrant participants and 3,926 currently migrant participants. Point-in-time percentiles for formerly migrant participants ranged from 44 (grade 2) to 30 (grade 9), while point-in-time percentiles for currently migrant participants ranged from 39 (grades 2, 5, 6, and 11) to 34 (grades 7 through 9). (Table 2.4)

Results for Currently Migrant Participants Tested Using a Norm-Referenced One-Point-in-Time Model

- Basic Reading -- Fourteen states reported information, with scores reported for 4,511 participants. Point-in-time NCEs ranged from 35.1 (grade 12) to 30.2 (grade 10). Summary percentiles ranged from 24 (grade 12) to 17 (grades 2 and 10). (Table 2.5)

- Advanced Reading -- Fourteen states reported information, with scores reported for 2,523 participants. Point-in-time NCEs ranged from 37.7 (grade 12) to 31.2 (grade 10). Summary percentiles ranged from 28 (grade 12) to 18 (grades 2 and 10). (Table 2.6)

- Basic Mathematics -- Fifteen states reported information, with scores reported for 4,387 participants. Point-in-time NCEs ranged from 42.2 (grade 11) to 35.5 (grade 8). Summary percentiles ranged from 35 (grade 11) to 20 (grades 10). (Table 2.7)

- Advanced Mathematics -- Thirteen states reported information, with scores reported for 1,782 participants. Point-in-time NCEs ranged from 43.4 (grade 11) to 34.2 (grade 10). Summary percentiles ranged from 37 (grade 11) to 22 (grade 10). (Table 2.8)

Results for Currently Migrant Participants Tested Using a Norm-Referenced Two Points-in-Time Model

- Basic Reading -- Thirteen states reported information, with scores reported for 3,227 participants for the first data point, and 3,307 for the second. Point-one NCEs ranged from 43.0 (grade 10) to 29.1 (grades 2 and 12), while point-two NCEs ranged from 46.2 (grade 10) to 27.1 (grade 11). Summary percentiles for the first data point ranged from 37 (grade 10) to 16 (grades 2 and 12). Summary percentiles for the second data point ranged from 42 (grade 10) to 13 (grade 11). (Table 2.9)

- Advanced Reading -- Fourteen states reported information, with scores reported for 4,904 participants for the first data point, and 5,061 for the second. Point-one NCEs ranged from 37.7 (grade 9) to 30.1 (grades 2 and 3), while point-two NCEs ranged from 35.6 (grade 9) to 32.9 (grade 2). Summary percentiles for the first data point ranged from 28 (grade 9) to 17 (grades 2 and 3). Summary percentiles for the second data point ranged from 25 (grade 5) to 20 (grade 2). (Table 2.10)

- Basic Mathematics -- Fourteen states reported information, with scores reported for 9,065 participants for the first data point, and 7,481 for the second. Point-one NCEs ranged from 52.7 (grade 10) to 43.0 (grade 2), while point-two NCEs ranged from 53.7 (grade 12) to 44.5 (grade 6). Summary percentiles for the first data point ranged from 55 (grade 10) to 37 (grade 2). Summary percentiles for the second data point ranged from 57 (grade 12) to 39 (grade 6). (Table 2.11)

- Advanced Mathematics -- Thirteen states reported information, with scores reported for 3,295 participants for the first data point and 3,446 for the second. Point-one NCEs ranged from 54.5 (grade 10) to 34.7 (grade 2), while point-two NCEs ranged from 56.4 (grade 12) to 35.9 (grade 8). Summary percentiles for the first data point ranged from 58 (grade 10) to 23 (grades 2, 4, 6, and 7). Summary percentiles for the second data point ranged from 62 (grade 12) to 25 (grades 6 and 8). (Table 2.12)

Results for Formerly Migrant Participants Tested Using a Norm-Referenced Pretest and Posttest Model

- Basic Reading -- Twenty-nine states reported information, with scores reported for 29,418 participants. Positive NCE gains were posted in all grades. Summary gains ranged from 2.7 (grade 11) to 0.5 (grade 9). Summary pretest percentiles ranged from 22 (grades 7 and 8) to 18 (grade 3, 11, and 12). (Table 2.13)

- Advanced Reading -- Twenty-five states reported information, with scores reported for 9,125 participants. Positive NCE gains were posted in all but two grades. Summary gains ranged from 2.3 (grade 5) to -2.4 (grade 11). Summary pretest percentiles ranged from 38 (grade 10) to 25 (grade 3). (Table 2.14)

- Basic Mathematics -- Thirty states reported information, with scores reported for 31,497 participants. Positive NCE gains were posted in all but two grades. Summary gains ranged from 2.5 (grade 12) to -0.9 (grade 3). Summary pretest percentiles ranged from 35 (grade 11) to 29 (grade 4). (Table 2.15)

- Advanced Mathematics -- Twenty-three states reported information, with scores reported for 7.070 participants. Positive NCE gains were posted in three grades. Summary gains ranged from 3.1 (grade 2) to -3.3 (grade 12). Summary pretest percentiles ranged from 53 (grade 12) to 33 (grade 2). (Table 2.16)

Results for Formerly Migrant Participants Tested Using a Norm-Referenced Sustained Gain Model

- Basic Reading -- Twenty-five states reported information, with scores reported for 4,259 participants. Third-year sustained gains ranged from 3.8 (grade 12) to -10.7 (grade 2). Positive NCE gains were posted in 7 grades. (Table 2.17)

- Advanced Reading -- Twenty-two states reported information, with scores reported for 2,116 participants. Third-year sustained gains ranged from 5.6 (grade 5) to -2.0 (grade 3). Positive NCE gains were posted in 6 grades. (Data were not reported for grade 2.) (Table 2.18)

- Basic Mathematics -- Twenty-four states reported information, with scores reported for 3,961 participants. Third-year sustained gains ranged from 1.4 (grade 12) to -5.2 (grade 3). Positive NCE gains were posted in 2 grades. (Table 2.19)

- Advanced Mathematics -- Seventeen states reported information, with scores reported for 1,302 participants. Third-year sustained gains ranged from -0.6 (grade 9) to -7.1 (grade 3). None of the NCE gains were positive. (Data were not reported for grade 2) (Table 2.20)

3. FUNDING

Of the $6.2 billion allocated to Chapter 1, approximately 5 percent was appropriated to the MEP. While the overall Chapter 1 budget increased 16 percent, the migrant portion of the budget increased only 4 percent. The funding increase did not keep pace with the large increase in participation, therefore the allocation per participant declined by $92 between 1990-91 and 1991-92.

- The federal allocation for the Chapter 1 MEP was $294,592,169 for the 1991-92 school year, a 4 percent increase over the 1990-91 allocation. Funding increased in 28 states. (Tables 3.1 and 3.2)

- In 1991-92, the allocation per participant was $554, down from $738 in 1984-85. (Figure 3.1)

Participation Data

Table 1.1

Number and Percentage of Chapter 1 Migrant Education Participants, by Race/Ethnicity -- 1990-91 and 1991-92

Race/Ethnicity	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent)[a/]	Number	(Percent)[a/]	
American Indian or Alaskan Native	8,533	(2)	9,544	(2)	12
Asian or Pacific Islander	14,109	(3)	16,427	(3)	16
Black, not Hispanic	16,659	(4)	16,777	(3)	1
Hispanic	343,751	(79)	424,596	(80)	24
White, not Hispanic	49,932	(11)	57,232	(11)	15
Race Unknown/ Other	4,379	(1)	7,265	(1)	66
Total[b/]	437,363	(100)	531,841	(100)	22

a/ Percents may not add to 100 due to rounding.

b/ Thirty-eight states reported increases in participation.

Table 1.2

Chapter 1 Migrant, Chapter 1 LEA, and All Students:
Percentage Distribution by Race/Ethnicity -- 1991-92

Ethnic Group	Chapter 1 Migrant 1991-92	Chapter 1 LEA 1991-92[a/]	All Students Fall 1991[b/]
American Indian or Alaskan Native	2	2	1
Asian or Pacific Islander	3	3	3
Black, not Hispanic	3	27	16
Hispanic	80	28	12
White, not Hispanic	11	40	67
Race Unknown/Other	1	--	--
Total[c/]	100	100	100

a/ U.S. Department of Education, Office of the Under Secretary, Preliminary Tabulations prepared by Westat, February 1994.

b/ National Center for Education Statistics, *Digest of Education Statistics, 1993*, p. 61.

c/ Percents may not add to 100 due to rounding.

Table 1.3

Number and Percentage of Chapter 1 Migrant Education Participants, by Migrant Status -- 1990-91 and 1991-92[a/]

Migrant Status	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Currently					
Interstate	149,530	(34)	172,162	(32)	15
Intrastate	60,032	(14)	72,016	(14)	20
Formerly	227,801	(52)	287,663	(54)	26
Total[c/]	437,363	(100)	531,841	(100)	22

a/ Children of migratory workers are eligible for MEP services based on their migrant status. There are two classifications of migrant status: currently migrant and formerly migrant. A currently migrant child is one whose parent or guardian is a migratory agricultural worker or migratory fisher, and who has moved within the past 12 months from one school district to another to enable the child, the child's parent, guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. Twelve months after a child's last qualifying move, the child is considered "formerly migratory" and remains eligible for MEP services for an additional five years. Migration may occur within (intra) and/or across (inter) states. Children of migratory agricultural workers comprised 96 percent of total MEP participation; the remaining 4 percent were children of migratory fishers.

b/ Percents may not add to 100 due to rounding.

c/ Thirty-eight states reported increases in participation.

Table 1.4 **Percentage of Regular Term Participants Classified as Currently Migrant 1990-91 and 1991-92**

State	Percent Currently 1990-91	Percent Currently 1991-92	Percentage Point Difference
Alabama	54	47	-7
Alaska	62	62	0
Arizona	53	56	4
Arkansas	38	42	4
California	37	34	-3
Colorado	64	64	0
Connecticut	27	22	-5
Delaware	65	62	-3
District of Columbia	18	25	7
Florida	64	64	0
Georgia	75	72	-4
Idaho	50	51	1
Illinois	55	56	0
Indiana	89	85	-4
Iowa	74	64	-11
Kansas	36	44	8
Kentucky	36	33	-3
Louisiana	30	30	0
Maine	38	38	-1
Maryland	74	73	-1
Massachusetts	21	37	16
Michigan	64	63	-1
Minnesota	91	90	-1
Mississippi	29	36	7
Missouri	49	53	4
Montana	98	97	0
Nebraska	90	83	-7
Nevada	46	29	-17
New Hampshire	26	24	-1
New Jersey	34	49	15
New Mexico	43	36	-7
New York	45	38	-7
North Carolina	58	60	1
North Dakota	97	97	0
Ohio	92	87	-5
Oklahoma	48	65	17
Oregon	52	48	-4
Pennsylvania	47	44	-3
Puerto Rico	41	21	-20
Rhode Island	19	23	5
South Carolina	96	92	-4
South Dakota	100	64	-36
Tennessee	60	53	-7
Texas	50	48	-2
Utah	43	35	-8
Vermont	22	26	4
Virginia	83	85	1
Washington	54	52	-2
West Virginia	83	86	3
Wisconsin	80	80	1
Wyoming	88	87	-1
Total	48	46	-2

Table 1.5

Number and Percentage of Chapter 1 Migrant Education Participants, by Gender -- 1990-91 and 1991-92

Gender	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent)[a/]	Number	(Percent)[a/]	
Male	227,874	(52)	272,907	(51)	20
Female	209,489	(48)	258,934	(49)	24
Total[b/]	437,363	(100)	531,841	(100)	22

a/ Percents may not add to 100 due to rounding.

b/ Thirty-eight states reported increases in participation.

Table 1.6

Number and Percentage of Chapter 1 Migrant Education Participants, by Year of Birth -- 1991-92

Year of Birth	Number	(Percent)[a/]	
1969	182	(*)	
1970	1,319	(*)	5% late completers
1971	2,941	(1)	
1972	6,429	(1)	
1973	13,900	(3)	
1974	22,577	(4)	
1975	26,992	(5)	34% secondary age
1976	30,135	(6)	
1977	32,338	(6)	
1978	33,277	(6)	
1979	33,635	(7)	
1980	39,650	(7)	
1981	40,946	(8)	47% elementary age
1982	41,761	(8)	
1983	41,354	(8)	
1984	41,139	(8)	
1985	39,890	(8)	
1986	33,761	(6)	
1987	20,826	(4)	
1988	12,103	(2)	15% K and preK age
1989	6,625	(1)	
1990	3,799	(1)	
1991	2,648	(*)	
1992	614	(*)	
Total	531,841	(100)	

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

Table 1.7

Number and Percentage of Chapter 1 Migrant Education Participants With Disabilities and Total Participants, by Gender -- 1991-92

Gender	Participants With Disabilities		Total Participants	
	Number	(Percent)	Number	(Percent)
Male	15,259	(65)	272,907	(51)
Female	8,222	(35)	258,934	(49)
Total	23,481	(100)	531,841	(100)

Table 1.8 **Percentage of Chapter 1 Migrant Education Participants With Disabilities and the Percentage of All Children Receiving Special Education -- 1991-92**

State	Migrant Education Program			Percentage of All Children Receiving Special Education a/
	Total Disabled	Total Participation	Percent Disabled	
Alabama	276	3,755	7.4	8.4
Alaska	1,163	9,275	12.5	9.1
Arizona	715	14,296	5.0	5.9
Arkansas	731	8,910	8.2	7.3
California	3,238	165,486	2.0	5.9
Colorado	53	3,681	1.4	6.5
Connecticut	183	3,013	6.1	8.2
Delaware	0	245	0.0	8.1
District of Columbia	3	258	1.2	5.3
Florida	1,747	32,527	5.4	8.1
Georgia	209	9,592	2.2	5.7
Hawaii b/	–	–	–	4.7
Idaho	210	5,649	3.7	6.8
Illinois	11	2,789	0.4	7.8
Indiana	16	6,085	0.3	7.5
Iowa	8	549	1.5	7.9
Kansas	70	10,609	0.7	6.7
Kentucky	845	8,524	9.9	7.8
Louisiana	66	4,249	1.6	6.1
Maine	736	5,326	13.8	8.4
Maryland	0	441	0.0	7.5
Massachusetts	183	8,504	2.2	10.6
Michigan	290	21,131	1.4	6.6
Minnesota	76	4,779	1.6	6.7
Mississippi	150	5,474	2.7	7.5
Missouri	136	1,830	7.4	7.5
Montana	1	1,105	0.1	7.7
Nebraska	5	1,273	0.4	7.9
Nevada	8	702	1.1	6.3
New Hampshire	10	135	7.4	7.2
New Jersey	93	1,136	8.2	9.6
New Mexico	97	2,634	3.7	8.1
New York	874	8,504	10.3	7.1
North Carolina	118	7,778	1.5	7.1
North Dakota	0	1,104	0.0	6.8
Ohio	16	5,911	0.3	7.0
Oklahoma	81	1,220	6.6	7.6
Oregon	497	16,959	2.9	7.3
Pennsylvania	201	5,598	3.6	7.0
Puerto Rico	163	19,143	0.9	–
Rhode Island	4	124	3.2	8.5
South Carolina	4	719	0.6	7.9
South Dakota	0	92	0.0	7.3
Tennessee	5	388	1.3	8.4
Texas	9,360	100,896	9.3	7.1
Utah	18	1,937	0.9	7.6
Vermont	175	1,026	17.1	7.1
Virginia	25	1,240	2.0	7.4
Washington	561	13,431	4.2	6.7
West Virginia	4	51	7.8	9.1
Wisconsin	30	1,325	2.3	6.6
Wyoming	16	433	3.7	3.1
Total	23,481	531,841	4.4	7.2

a/ Children from birth to 21 served under Chapter 1 ESEA (SOP) and children age 3-21 served under IDEA, Part B

Source: U.S. Department of Education, Fifteenth Annual Report to Congress on the Implementation of Individuals with Disabilities Education Act, 1992

b/ Hawaii does not participate in the Migrant Education Program.

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Table 1.9 Percentage of Chapter 1 Migrant Education Participants Who were Limited English Proficient -- 1991-92

State	Total Number of LEP Participants	Total Number of Participants	Percent LEP
Alabama	601	3,755	16.0
Alaska	1,696	9,275	18.3
Arizona	4,400	14,296	30.8
Arkansas	198	8,910	2.2
California	46,749	165,486	28.2
Colorado	219	3,681	5.9
Connecticut	1,972	3,013	65.4
Delaware	3	245	1.2
District of Colu	65	258	25.2
Florida	4,458	32,527	13.7
Georgia	549	9,592	5.7
Idaho	572	5,649	10.1
Illinois	1,998	2,789	71.6
Indiana	391	6,085	6.4
Iowa	524	549	95.4
Kansas	173	10,609	1.6
Kentucky	62	8,524	0.7
Louisiana	224	4,249	5.3
Maine	260	5,326	4.9
Maryland	56	441	12.7
Massachusetts	2,507	8,504	29.5
Michigan	429	21,131	2.0
Minnesota	1,535	4,779	32.1
Mississippi	907	5,474	16.6
Missouri	25	1,830	1.4
Montana	114	1,105	10.3
Nebraska	509	1,273	40.0
Nevada	183	702	26.1
New Hampshire	0	135	0.0
New Jersey	236	1,136	20.8
New Mexico	1,541	2,634	58.5
New York	1,460	8,504	17.2
North Carolina	2,163	7,778	27.8
North Dakota	0	1,104	0.0
Ohio	16	5,911	0.3
Oklahoma	396	1,220	32.5
Oregon	1,215	16,959	7.2
Pennsylvania	1,476	5,598	26.4
Puerto Rico	NA	NA	NA
Rhode Island	124	124	100.0
South Carolina	0	719	0.0
South Dakota	30	92	32.6
Tennessee	108	388	27.8
Texas	15,975	100,896	15.8
Utah	0	1,937	0.0
Vermont	0	1,026	0.0
Virginia	702	1,240	56.6
Washington	3,058	13,431	22.8
West Virginia	19	51	37.3
Wisconsin	70	1,325	5.3
Wyoming	62	433	14.3
Total a/	100,030	512,698	19.5

a/ The total number of participants does not include participants from Puerto Rico

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Table 1.10

Number and Percentage of Chapter 1 Migrant Education Participants
Reported by Grade Span -- Regular Term 1990-91 and 1991-92[a/]

Grade Span	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Pre-K and Kindergarten	48,382	(13)	65,519	(14)	35
Grades 1-6	195,501	(51)	230,969	(49)	18
Grades 7-12	124,685	(33)	158,615	(34)	27
Ungraded/Out-of-School[c/]	12,777	(3)	11,956	(3)	-6
Total[d/]	381,345	(100)	467,059	(100)	22

a/ In 1990-91, Montana, Nebraska, Rhode Island, Utah, and Wyoming did not offer a regular term program. Montana, Utah, and Wyoming did not offer a regular term program in 1991-92.

b/ Percents may not add to 100 due to rounding.

c/ Ungraded/out-of-school students may include special education children, transitional bilingual students, or those in a correctional setting.

d/ Thirty-six states reported increases in regular term participation, with large increases reported by California, Florida, Kansas, Ohio, and Texas. Staff in California and Kansas attributed the increases to improved identification and recruitment efforts. Florida's increase was due to better reporting at project level. In Ohio, the increase was due to a geographic expansion of the program. Staff in Texas indicated that a change in the service model -- from a direct service model to an advocacy model -- resulted in a greater number of participants served.

Table 1.11

Chapter 1 Migrant Education Participation --
Regular Term 1984-85 to 1991-92[a/]

Year	Regular Term Participation	Year-to-Year Change
1984-85	311,615	
1985-86	323,601	4
1986-87	300,674	-7
1987-88	308,279	3
1988-89	333,042	8
1989-90	360,893	8
1990-91	381,345	6
1991-92	467,059	22

a/ The following states did not provide a regular term program:

1984-85 -- Montana, Nebraska, Rhode Island, and Wyoming.
1985-86 -- Montana, Nebraska, and Wyoming.
1986-87 -- Montana, Nebraska, and Wyoming.
1987-88 -- Montana and Nebraska.
1988-89 -- Montana, Nebraska, and Utah.
1989-90 -- Nebraska, Utah, and Wyoming.
1990-91 -- Montana, Nebraska, Rhode Island, Utah, and Wyoming.
1991-92 -- Montana, Utah, and Wyoming.

Figure 1.1
Regular Term Participation: 1984-85 to 1991-92

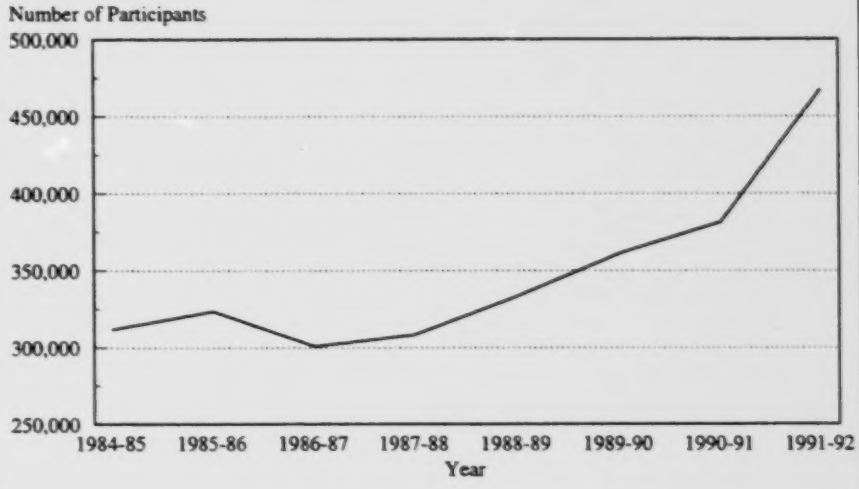


Figure 1.2
Regular Term Participation by Migrant Status
1991-92

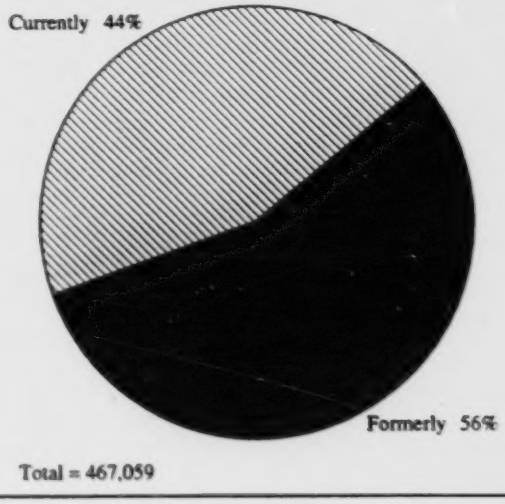


Table 1.12

Number and Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Service Area -- Regular Term 1990-91 and 1991-92[a/]

Service Area	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent Served)	Number	(Percent Served)	
Instructional					
ESL	55,439	(15)	61,311	(13)	11
Reading	138,244	(36)	142,583	(31)	3
Other Language Arts	68,610	(18)	79,843	(17)	16
Mathematics	106,068	(28)	112,240	(24)	6
Vocational	14,065	(4)	15,219	(3)	8
Other Instructional[b/c/]	77,357	(20)	62,582	(13)	-19
Supporting					
Guidance and Counseling[b/]	190,621	(50)	47,999	(10)	-75
Social Work and Outreach[b/]	71,465	(19)	264,104	(57)	270
Health	74,877	(20)	58,530	(13)	-22
Dental	34,099	(9)	20,051	(4)	-41
Nutrition	32,984	(9)	38,734	(8)	17
Transportation	29,144	(8)	33,402	(7)	15
Other Supporting[b/d/]	165,449	(43)	145,377	(31)	-12
Unduplicated Number of Participants	381,345		467,059		22

a/ In 1990-91, Montana, Nebraska, Rhode Island, Utah, and Wyoming did not offer a regular term program. Montana, Utah, and Wyoming did not offer a regular term program in 1991-92.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts in these areas may be duplicated, and the percent served may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.13

Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Grade Span -- Regular Term 1991-92[a/]

Service Area	Grade Span			
	Pre-K and Kindergarten	1-6	7-12	Total
Instructional				
ESL	12	15	12	13
Reading	20	38	26	31
Other Language Arts	12	20	15	17
Mathematics	15	29	22	24
Vocational	2	2	6	3
Other Instructional[b/c/]	23	12	13	13
Supporting				
Guidance and Counseling[b/]	7	7	17	10
Social Work and Outreach[b/]	54	56	59	57
Health	13	14	10	13
Dental	4	5	3	4
Nutrition	6	9	8	8
Transportation	6	8	7	7
Other Supporting[b/d/]	34	31	29	31

a/ Montana, Utah, and Wyoming did not offer a regular term program in 1991-92.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts in these areas may be duplicated, and the percent served may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.14

Percentage of Chapter 1 Migrant Education Participants Receiving Services -- Regular Term 1984-85 to 1991-92[a/]

Service Area	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Instructional								
ESL	17	14	19	17	16	20	15	13
Reading	48	41	44	43	40	39	36	31
Other Language Arts	23	12	16	15	14	17	18	17
Mathematics	33	29	32	31	29	28	28	24
Vocational	8	4	4	4	4	3	4	3
Other Instructional[b/c/]	11	10	10	12	16	19	20	13
Supporting								
Guidance and Counseling[b/]	NA	NA	NA	NA	NA	49	50	10
Social Work and Outreach[b/]	NA	NA	NA	NA	NA	18	19	57
Attendance and Guidance[d/]	32	44	71	65	64	NA	NA	NA
Health	25	33	31	33	31	23	20	13
Dental	18	18	16	16	16	10	9	4
Nutrition	7	7	10	8	11	10	9	8
Transportation	12	9	14	11	11	9	8	7
Other Supporting[b/e/]	13	10	12	16	39	43	43	31

a/ The following states did not provide a regular term program:

1984-85 -- Montana, Nebraska, Rhode Island, and Wyoming.
1985-86 -- Montana, Nebraska, and Wyoming.
1986-87 -- Montana, Nebraska, and Wyoming.
1987-88 -- Montana and Nebraska.
1988-89 -- Montana, Nebraska, and Utah.
1989-90 -- Nebraska, Utah, and Wyoming.
1990-91 -- Montana, Nebraska, Rhode Island, Utah, and Wyoming.
1991-92 -- Montana, Utah, and Wyoming.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, attendance and guidance, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts in these areas may be duplicated, and the percent served may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ In 1988-89, the attendance and guidance category was eliminated and replaced with the guidance and counseling and the social work and outreach categories. For the few states reporting on the revised form in 1988-89, guidance and counseling services were combined with social work and outreach and reported in the attendance and guidance category.

e/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.15

Number and Percentage of Full-Time Equivalent Staff Funded by the Chapter 1 Migrant Education Program -- Regular Term 1990-91 and 1991-92[a/]

FTE Staff	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Administrative	292.0	(3)	376.9	(4)	29
Teachers	1,815.8	(20)	1,828.7	(21)	1
Teacher Aides	3,834.4	(43)	3,427.3	(39)	-11
Clerical	483.7	(5)	531.5	(6)	10
Supporting Services	582.5	(6)	754.1	(9)	30
Linker/Advocate	NA	(NA)	201.1	(2)	NA
Recruiters	857.9	(10)	879.4	(10)	3
MSRTS Data Entry Specialists	476.4	(5)	523.0	(6)	10
Curriculum Specialists	140.1	(2)	NA	(NA)	10
Other	519.4	(6)	246.6	(3)	-53
Total	9,002.2	(100)	8,768.6	(100)	-3

a/ In 1990-91, Montana, Nebraska, Rhode Island, Utah, and Wyoming did not offer a regular term program. Montana, Utah, and Wyoming did not offer a regular term program in 1991-92.

b/ Percents may not add to 100 due to rounding.

Table 1.16

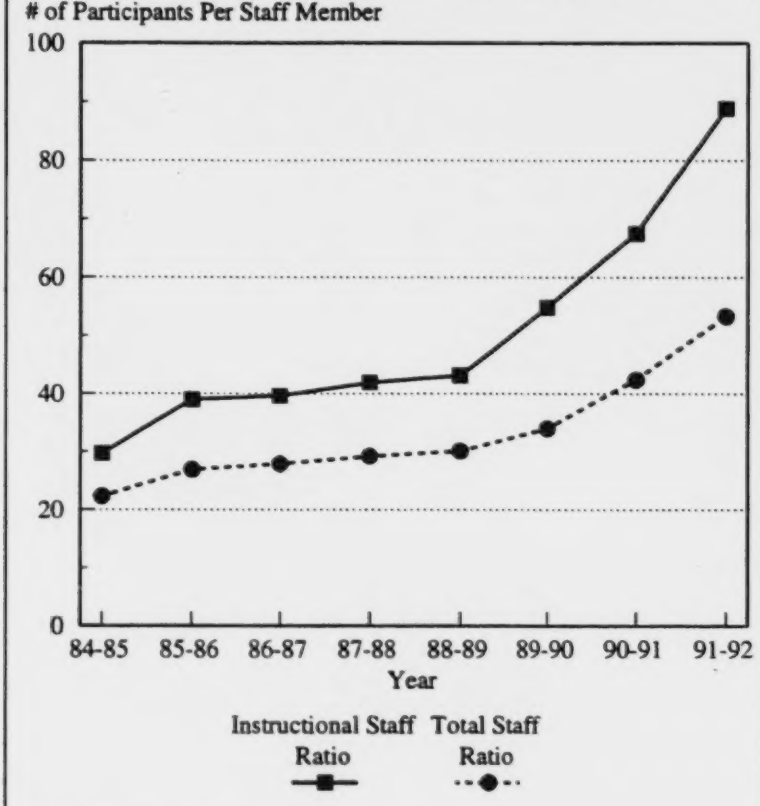
Full-Time Equivalent Teachers, Teacher Aides, and Total Staff
Funded by the Chapter 1 Migrant Education Program --
Regular Term 1984-85 to 1991-92[a/]

	Teachers		Teacher Aides		Total Staff	
	Number	Percent Change	Number	Percent Change	Number	Percent Change
1984-85	4,041.7		6,433.4		14,004.2	
1985-86	3,089.2	-24	5,217.6	-19	12,052.1	-14
1986-87	2,550.4	-17	5,036.8	-3	10,788.7	-10
1987-88	2,462.9	-3	4,898.9	-3	10,549.1	-2
1988-89	2,598.1	5	5,123.8	5	11,067.6	5
1989-90	2,201.3	-15	4,384.1	-14	10,614.4	-4
1990-91	1,815.8	-18	3,834.4	-12	9,002.2	-15
1991-92	1,828.7	1	3,427.3	-11	8,768.6	-3

a/ The following states did not provide a regular term program:

1984-85 -- Montana, Nebraska, Rhode Island, and Wyoming.
1985-86 -- Montana, Nebraska, and Wyoming.
1986-87 -- Montana, Nebraska, and Wyoming.
1987-88 -- Montana and Nebraska.
1988-89 -- Montana, Nebraska, and Utah.
1989-90 -- Nebraska, Utah, and Wyoming.
1990-91 -- Montana, Nebraska, Rhode Island, Utah, and Wyoming.
1991-92 -- Montana, Utah, and Wyoming.

Figure 1.3
Regular Term Ratios of Participants to Instructional Staff and to Total Staff



Note: Instructional staff refers to teachers and teacher aides.

Table 1.17

Number and Percentage of Chapter 1 Migrant Education Participants Reported by Grade Span -- Summer Term 1990-91 and 1991-92[a/]

Grade Span	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Pre-K and Kindergarten	30,087	(20)	42,987	(22)	43
Grades 1-6	80,433	(54)	102,455	(52)	27
Grades 7-12	31,517	(21)	46,302	(23)	37
Ungraded/Out-of-School[c/]	7,805	(5)	5,328	(3)	-32
Total[d/]	149,842	(100)	197,072	(100)	32

a/ A summer term is defined as any period of time between May 15 and August 31 that is not part of the regular term.

In 1990-91, Nevada, New Hampshire, and Puerto Rico did not offer a summer term program. All states offered a summer term program in 1991-92.

b/ Percents may not add to 100 due to rounding.

c/ Ungraded/out-of-school students include special education children, transitional bilingual students, or those in a correctional setting.

d/ Forty-one states reported increases in summer term participation. Large increases were reported by California, Kentucky, and Texas. Staff in California and Kentucky attributed the increases to the aggressive expansion of summer term programs throughout their states. Staff in Texas indicated that a change in the service model -- from a direct service model to an advocacy model -- and a greater emphasis on summer term services were responsible for the large increase in participation.

Table 1.18

Chapter 1 Migrant Education Participation --
Summer Term 1984-85 to 1991-92[a/]

Year	Summer Term Participation	Year-to-Year Change
1984-85	100,895	
1985-86	112,350	11
1986-87	104,751	-7
1987-88	105,664	1
1988-89	125,427	19
1989-90	128,037	2
1990-91	149,842	17
1991-92	197,072	32

a/ The following states did not provide a summer term program:

1984-85 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.

1985-86 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.

1986-87 -- District of Columbia, Iowa, Louisiana, Mississippi, Nevada, Oklahoma, and Puerto Rico.

1987-88 -- Iowa, Louisiana, Mississippi, Oklahoma, and Puerto Rico.

1988-89 -- Louisiana, Mississippi, Oklahoma, and Puerto Rico.

1989-90 -- Louisiana, Oklahoma, and Puerto Rico.

1990-91 -- Nevada, New Hampshire, and Puerto Rico.

Figure 1.4
Summer Term Participation: 1984-85 to 1991-92

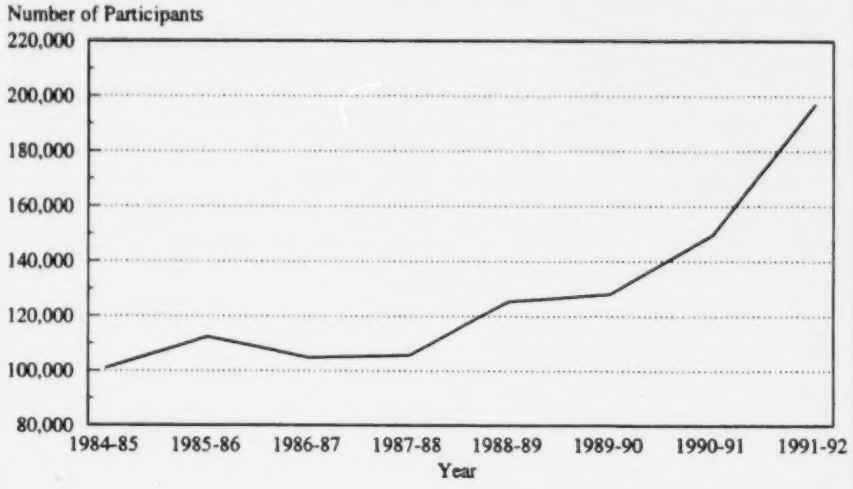


Figure 1.5
Summer Term Participation by Migrant Status
1991-92

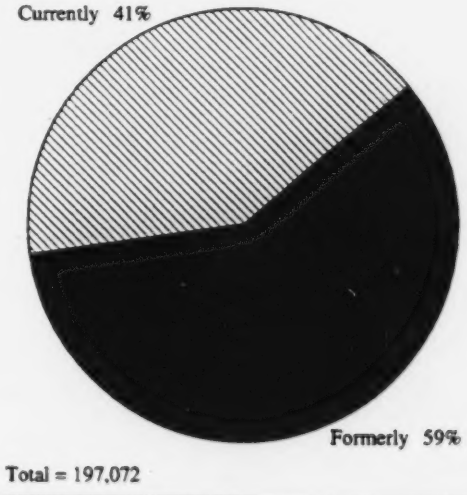


Table 1.19

Number and Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Service Area -- Summer Term 1990-91 and 1991-92[a/]

Service Area	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent Served)	Number	(Percent Served)	
Instructional					
ESL	28,687	(19)	36,265	(18)	26
Reading	89,350	(60)	112,462	(57)	26
Other Language Arts	61,228	(41)	76,813	(39)	26
Mathematics	76,561	(51)	100,559	(51)	31
Vocational	16,013	(11)	16,271	(8)	2
Other Instructional[b/c/]	94,832	(63)	65,790	(33)	-31
Supporting					
Guidance and Counseling[b/]	69,232	(46)	17,031	(9)	-75
Social Work and Outreach[b/]	27,302	(18)	122,568	(62)	349
Health	33,115	(22)	34,329	(17)	4
Dental	18,126	(12)	19,417	(10)	7
Nutrition	63,624	(43)	66,834	(34)	5
Transportation	63,285	(42)	70,668	(36)	12
Other Supporting[b/d/]	42,159	(28)	98,750	(50)	134
Unduplicated Number of Participants	149,842		197,072		32

a/ In 1990-91, Nevada, New Hampshire, and Puerto Rico did not offer a summer term program. In 1991-92, all states offered a summer term program.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts may be duplicated, and the percent served in these categories may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.20

Percentage of Chapter 1 Migrant Education Participants Receiving Services, by Grade Span -- Summer Term 1991-92

Service Area	Grade Span			
	Pre-K and Kindergarten	1-6	7-12	Total
Instructional				
ESL	17	20	15	18
Reading	44	67	52	57
Other Language Arts	34	45	32	39
Mathematics	40	60	46	51
Vocational	5	8	12	8
Other Instructional[a/b/]	55	27	28	33
Supporting				
Guidance and Counseling[a/]	6	8	11	9
Social Work and Outreach[a/]	63	61	64	62
Health	25	18	10	17
Dental	12	11	6	10
Nutrition	38	37	24	34
Transportation	40	40	26	36
Other Supporting[a/c/]	61	48	41	50

a/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts may be duplicated, and the percent served in these categories may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

b/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

c/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.21

Percentage of Chapter 1 Migrant Education Participants Receiving Services -- Summer Term 1984-85 to 1991-92[a/]

Service Area	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Instructional								
ESL	34	22	24	26	23	25	19	18
Reading	58	58	66	71	62	49	60	57
Other Language Arts	50	44	41	44	40	44	41	39
Mathematics	61	56	65	69	57	51	51	51
Vocational	24	10	10	11	11	11	11	8
Other Instructional[b/c/]	35	36	18	58	58	64	63	33
Supporting								
Guidance and Counseling[d/]	NA	NA	NA	NA	NA	43	46	9
Social Work and Outreach[d/]	NA	NA	NA	NA	NA	27	18	62
Attendance and Guidance[d/]	43	55	79	73	78	NA	NA	NA
Health	39	35	37	28	25	24	22	17
Dental	27	16	19	17	15	15	12	10
Nutrition	38	51	55	57	53	44	43	34
Transportation	55	56	59	60	57	47	42	36
Other Supporting[b/e/]	13	8	7	18	28	54	28	50

a/ The following states did not provide a summer term program:

1984-85 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.
1985-86 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.
1986-87 -- District of Columbia, Iowa, Louisiana, Mississippi, Nevada, Oklahoma, and Puerto Rico.
1987-88 -- Iowa, Louisiana, Mississippi, Oklahoma, and Puerto Rico.
1988-89 -- Louisiana, Mississippi, Oklahoma, and Puerto Rico.
1989-90 -- Louisiana, Oklahoma, and Puerto Rico.
1990-91 -- Nevada, New Hampshire, and Puerto Rico.

b/ States are permitted to report duplicated participant counts in the other instructional, guidance and counseling, social work and outreach, attendance and guidance, and other supporting services categories since multiple services can be offered in these areas. As a result, the participant counts may be duplicated, and the percent served in these categories may be over 100 percent. In the remaining categories, however, duplicated counts should not be reported.

c/ Other instructional services are any services not included in the five named categories. Examples cited in the policy manual include health, safety, swimming, and driver education.

d/ In 1988-89, the attendance and guidance category was eliminated and replaced with the guidance and counseling and the social work and outreach categories. For the few states reporting on the revised form in 1988-89, guidance and counseling services were combined with social work and outreach and reported in the attendance and guidance category.

e/ Other supporting services include any services not included in the named categories. Examples include translation services and insurance.

Table 1.22

Full-Time Equivalent Staff Funded by the Chapter 1 Migrant Education Program -- Summer Term 1990-91 and 1991-92[a/]

FTE Staff	1990-91 Revised		1991-92		Percent Change in Number From Previous Year
	Number	(Percent)[b/]	Number	(Percent)[b/]	
Administrative	516.1	(5)	540.1	(5)	5
Teachers	3,754.6	(35)	4,040.7	(37)	8
Teacher Aides	3,258.3	(30)	3,042.7	(28)	-7
Clerical	431.8	(4)	549.2	(5)	27
Supporting Services	912.9	(9)	1,044.9	(10)	15
Linker/Advocate	NA	(NA)	222.2	(2)	NA
Recruiters	488.7	(5)	617.3	(6)	26
MSRTS Data Entry Specialists	287.0	(3)	277.6	(3)	-3
Curriculum Specialists	177.8	(2)	NA	(NA)	NA
Other	927.2	(9)	613.7	(6)	-34
Total	10,754.4	(100)	10,948.4	(100)	2

a/ Nevada, New Hampshire, and Puerto Rico did not offer a summer term program in 1990-91. In 1991-92, all states provided a summer term program.

Since summer term projects vary considerably in length across and within states, FTEs are not calculated in a uniform manner. Therefore, these data should be interpreted with caution.

b/ Percents may not add to 100 due to rounding.

Table 1.23

Full-Time Equivalent Teachers, Teacher Aides, and Total Staff
Funded by the Chapter 1 Migrant Education Program --
Summer Term 1984-85 to 1991-92[a/]

	Teachers		Teacher Aides		Total Staff	
	Number	Percent Change	Number	Percent Change	Number	Percent Change
1984-85	3,294.7		3,341.6		9,583.8	
1985-86	4,331.3	31	3,148.2	-6	10,881.4	14
1986-87	4,091.8	-6	3,209.0	2	10,424.9	-4
1987-88	4,003.4	-2	3,178.4	-1	10,294.6	-1
1988-89	3,896.1	-3	3,538.7	11	10,527.0	2
1989-90	4,026.2	3	3,391.8	-4	11,076.8	5
1990-91	3,754.6	-7	3,258.3	-4	10,754.4	-3
1991-92	4,040.7	8	3,042.7	-7	10,948.4	2

a/ The following states did not provide a summer term program:

1984-85 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.

1985-86 -- Arkansas, District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota.

1986-87 -- District of Columbia, Iowa, Louisiana, Mississippi, Nevada, Oklahoma, and Puerto Rico.

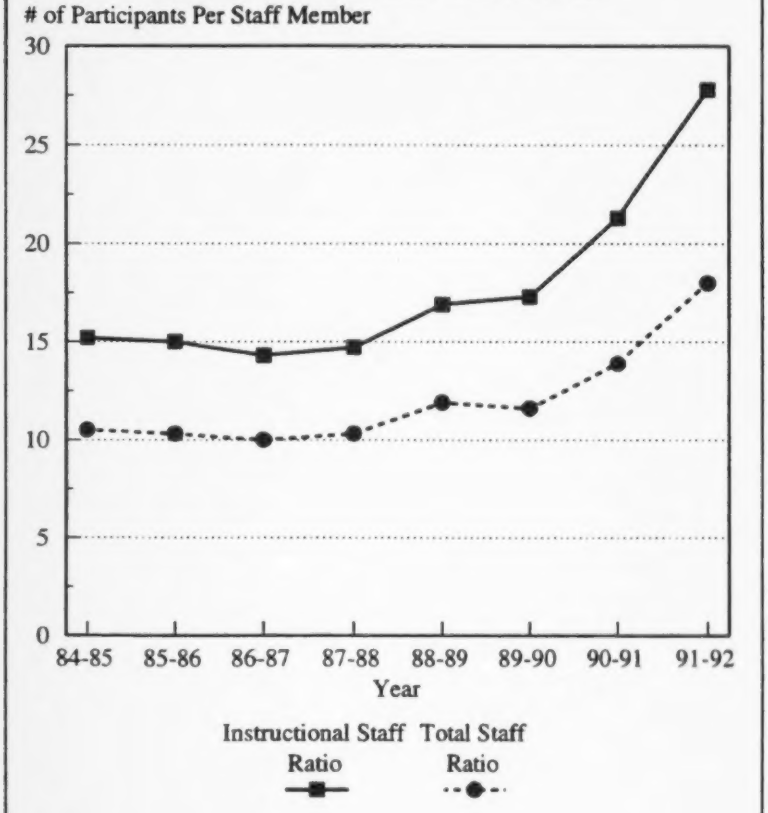
1987-88 -- Iowa, Louisiana, Mississippi, Oklahoma, and Puerto Rico.

1988-89 -- Louisiana, Mississippi, Oklahoma, and Puerto Rico.

1989-90 -- Louisiana, Oklahoma, and Puerto Rico.

1990-91 -- Nevada, New Hampshire, and Puerto Rico.

Figure 1.6
Summer Term Ratios of Participants to Instructional and to Total Staff



Note: Instructional staff refers to teachers and teacher aides.

Table 1.24

Chapter 1 Migrant Education Projects and/or Subgrants and Project Sites, by Term: 1990-91 and 1991-92

	1990-91		1991-92		Percent Change
	Number	Percent	Number	Percent	
Projects and/or Subgrants					
Regular term only	711	(43)	641	(38)	-10
Summer term only	110	(7)	118	(7)	7
Both terms	824	(50)	947	(56)	15
Total	1,645	(100)	1,706	(100)	4
Project Sites					
Regular term only	4,129	(55)	4,236	(50)	3
Summer term only	214	(3)	258	(3)	21
Both terms	3,224	(43)	3,994	(47)	24
Total	7,567	(100)	8,488	(100)	12

Table 1.25

Percentage Distribution by Grade Span: Chapter 1 Migrant, Chapter 1 LEA, and All Students, 1991-92

Grade Span	Chapter 1 Migrant Regular Term Participation 1991-92	Chapter 1 Migrant Summer Term Participation 1991-92	Chapter 1 LEA Public School Regular Term Participation[a/] 1991-92	Public School Students[b/] 1991-92
Pre-K and Kindergarten	14	22	9	9[c/]
Grades 1-6	49	52	70	48
Grades 7-12	34	23	21	42
Ungraded/Unclassified	3	2	*	2
Total[d/]	100	100	100	100

* Less than 1 percent.

a/ U.S. Department of Education, Office of the Under Secretary, Unpublished Tabulations prepared by Westat, February 1994.

b/ National Center for Education Statistics. Table 40--Enrollment in Public Elementary and Secondary Schools, by Grade and State: Fall 1991, *Digest of Education Statistics, 1993*, 56-57. Includes enrollment for the 50 states, the District of Columbia, and Puerto Rico.

c/ The U.S. total represents an undercount because pre-kindergarten enrollment data are not reported by many states.

d/ Percents may not add to 100 due to rounding.

Table 1.26

Service Area Composition of Chapter 1 Migrant and Chapter 1 LEA Participants, 1991-92

Service Area	Percent Served		
	Chapter 1 Migrant Regular Term Participation 1991-92	Chapter 1 Migrant Summer Term Participation 1991-92	Chapter 1 LEA Public School Regular Term Participation[a/] 1991-92
Instructional			
ESL	13	18	NA[b/]
Reading	31	57	72
Other Language Arts	17	39	23
Mathematics	24	51	48
Vocational	3	8	NA[b/]
Other Instructional	13	33	16
Supporting			
Guidance and Counseling	10	9	NA
Social Work and Outreach	57	62	NA
Attendance and Guidance	NA	NA	18
Health	13	17	11[c/]
Dental	4	10	NA
Nutrition	8	34	NA
Transportation	7	36	4
Other Supporting	31	50	11

a/ U.S. Department of Education, Office of the Under Secretary, Unpublished tabulations prepared by Westat, February 1994.

b/ In 1984-85, three instructional reporting categories, including English to limited English background and vocational, were eliminated from the Chapter 1 LEA State Performance Report. SEAs were instructed to use the other instructional category to report the provision of these services.

c/ Combined health and nutrition services.

Table 1.27

Percent Distribution of FTE Staff by Classification,
Chapter 1 Migrant and Chapter 1 LEA, 1991-92

Staff	Chapter 1 Migrant Regular Term FTE Staff 1991-92		Chapter 1 Migrant Summer Term FTE Staff 1991-92		Chapter 1 LEA FTE Staff[a/] 1991-92	
	Number	(Percent)[b/]	Number	(Percent)[b/]	Number	(Percent)
Administrative	377	(4)	540	(5)	3,835	(2)
Teachers	1,829	(21)	4,041	(37)	77,344	(45)
Teacher Aides	3,427	(39)	3,043	(28)	69,806	(41)
Supporting	754	(9)	1,045	(10)	8,390	(5)
Linker/Advocate	201	(2)	222	(2)	NA	(NA)
Recruiters/MSRTS Data Entry Specialists	1,402	(16)	894	(8)	NA	
Clerical	532	(6)	549	(5)	6,521	(4)
Other	247	(3)	614	(6)	5,934	(3)
Total	8,769	(100)	10,948	(100)	171,830	(100)
Number of Participants	467,059		197,072		5,903,619	
Total Instructional Staff[c/]	5,256		7,084		147,150	
Ratio of Participants to Instructional Staff	88.9		27.8		40.1	

a/ U.S. Department of Education, Office of the Under Secretary, unpublished tabulations prepared by Westat, February 1994.

b/ Percents may not add to 100 due to rounding.

c/ The combined number of teachers and teacher aides.

Achievement Data

Figure 2.1
Number of States Reporting Chapter 1 Migrant Achievement Data, by Population: 1991-92

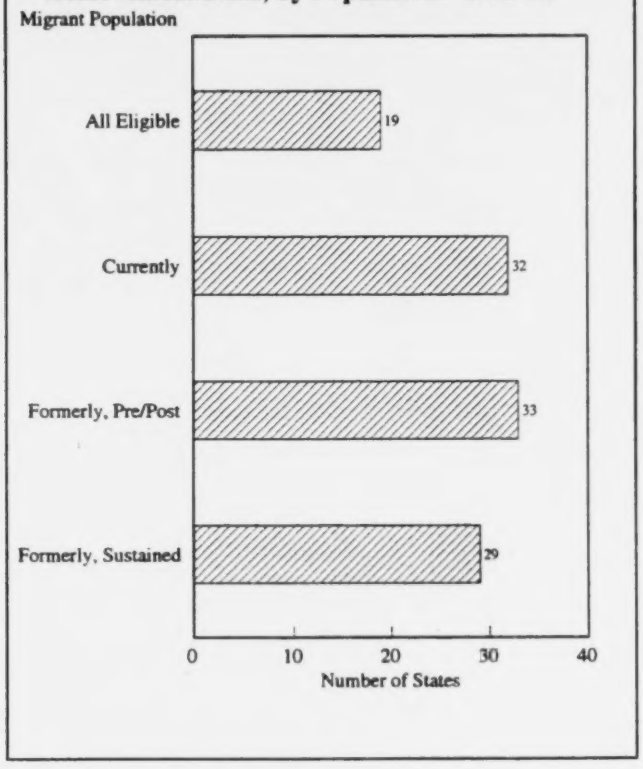


Table 2.1

Basic Skills Reading Results for Regular Term
All Eligible Students, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Formerly			Currently		
		Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile
2	16	1,865	41.5	34	1,131	42.9	36
3	15	2,012	42.5	36	1,263	43.3	37
4	15	2,163	43.3	37	1,140	41.9	35
5	14	2,167	42.7	36	1,172	43.8	38
6	15	2,162	43.3	37	1,197	43.1	37
7	15	1,975	43.6	38	1,095	43.1	37
8	15	1,710	43.9	38	830	43.2	37
9	14	1,134	43.7	38	631	42.0	35
10	13	683	46.1	42	495	45.4	41
11	12	548	45.5	41	289	47.2	44
12	9	330	40.2	32	148	50.3	50
Total	18	16,749			9,391		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Schools could have conducted the point-in-time assessment at anytime during the 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.2

Advanced Skills Reading Results for Regular Term
All Eligible Students, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Formerly			Currently		
		Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile
2	15	1,412	40.1	32	712	39.9	31
3	15	1,371	42.0	35	658	39.5	30
4	15	1,399	41.8	34	608	41.2	33
5	15	1,279	41.6	34	601	42.4	35
6	14	1,250	42.6	36	649	43.1	37
7	14	1,166	42.7	36	560	40.5	32
8	14	804	43.1	37	346	41.0	33
9	12	357	39.3	30	203	40.3	32
10	10	273	40.3	32	104	41.5	34
11	11	150	39.5	30	77	40.5	32
12	8	58	41.0	33	30	38.6	29
Total	15	9,519			4,548		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Schools could have conducted the point-in-time assessment at anytime during the 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.3

Basic Skills Mathematics Results for Regular Term
All Eligible Students, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Formerly			Currently		
		Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile
2	16	1,728	48.2	46	1,059	49.0	48
3	15	1,902	46.3	43	1,225	46.8	43
4	15	2,071	47.6	45	1,093	46.6	43
5	14	2,049	46.9	44	1,121	47.0	44
6	15	2,116	47.3	44	1,184	47.0	44
7	15	1,945	47.1	44	1,077	47.5	45
8	15	1,655	47.9	46	819	47.8	45
9	14	1,077	49.0	48	612	46.2	42
10	13	628	50.0	50	483	48.5	47
11	12	508	53.7	57	310	50.7	51
12	10	331	52.5	54	146	52.2	54
Total	19	16,010			9,129		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Schools could have conducted the point-in-time assessment at anytime during the 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.4

Advanced Skills Mathematics Results for Regular Term
All Eligible Students, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Formerly			Currently		
		Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile
2	13	1,242	46.9	44	619	44.3	39
3	13	1,232	44.5	39	582	43.1	37
4	12	1,245	45.7	41	545	44.1	38
5	14	1,130	44.1	39	543	44.5	39
6	13	1,131	45.4	41	601	44.3	39
7	13	1,070	43.8	38	504	41.5	34
8	13	731	44.3	39	314	41.4	34
9	11	245	39.4	30	122	41.7	34
10	8	180	42.4	35	46	41.9	35
11	9	79	44.4	39	41	44.2	39
12	7	45	40.8	33	9	42.2	35
Total	15	8,330			3,926		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Schools could have conducted the point-in-time assessment at anytime during the 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.5

Basic Skills One Point-in-Time Reading Results for Regular Term Currently Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	NCE Score	Percentile
2	12	710	30.5	17
3	13	654	32.3	20
4	13	792	32.5	20
5	13	598	32.7	20
6	13	556	33.3	21
7	12	386	33.3	21
8	12	346	33.1	21
9	11	203	32.4	20
10	9	104	30.2	17
11	7	99	33.0	21
12	6	63	35.1	24
Total	14	4,511		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.6

Advanced Skills One Point-in-Time Reading Results for Regular Term Currently Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	NCE Score	Percentile
2	12	381	31.3	18
3	13	369	31.9	19
4	11	409	32.6	20
5	11	341	32.8	20
6	13	300	34.3	22
7	11	219	33.0	21
8	12	192	36.0	25
9	9	142	36.1	25
10	7	42	31.2	18
11	5	79	34.8	23
12	3	49	37.7	28
Total	14	2,523		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.7

Basic Skills One Point-in-Time Mathematics Results for Regular Term Currently Migrant Participants, by Grade – 1991-92[a/]

Grade	Number of States Reporting	Number Tested	NCE Score	Percentile
2	14	689	39.2	30
3	14	681	37.7	28
4	14	766	38.1	28
5	14	627	38.7	29
6	13	514	38.8	29
7	13	374	36.9	26
8	13	320	35.5	24
9	12	194	38.1	28
10	8	73	32.8	20
11	5	90	42.2	35
12	5	59	38.4	29
Total	15	4,387		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.8

Advanced Skills One Point-in-Time Mathematics Results for Regular Term Currently Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	NCE Score	Percentile
2	10	232	39.1	30
3	12	268	37.1	27
4	11	305	34.5	23
5	12	249	37.1	27
6	10	200	38.3	29
7	8	124	38.0	28
8	9	133	37.3	27
9	7	128	39.0	30
10	5	28	34.2	22
11	3	72	43.4	37
12	1	43	40.9	33
Total	13	1,782		

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.9

Basic Skills Two Points-in-Time Reading Results for Regular Term Currently Migrant Participants, by Grade -- 1991-92[a/]

Grade	Data Point 1				Data Point 2			Change
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile	
2	13	623	29.1	16	645	30.2	17	1.1
3	11	561	30.2	17	580	32.8	20	2.6
4	13	509	30.2	17	552	31.9	19	1.7
5	11	537	31.1	18	561	35.1	24	4.0
6	12	421	31.7	19	445	31.2	18	-0.5
7	9	278	33.6	21	269	35.5	24	1.9
8	10	212	34.6	23	189	33.1	21	-1.5
9	9	53	41.3	34	49	41.9	35	0.6
10	5	21	43.0	37	11	46.2	42	3.2
11	2	8	35.4	24	5	27.1	13	-8.3
12	2	4	29.1	16	1	35.1	24	6.0
Total	13	3,227			3,307			

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.10

Advanced Skills Two Points-in-Time Reading Results for Regular Term
Currently Migrant Participants, by Grade -- 1991-92[a/]

Grade	Data Point 1				Data Point 2			Change
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile	
2	13	863	30.1	17	896	32.9	20	2.8
3	13	935	30.1	17	960	33.8	22	3.7
4	14	775	31.2	18	814	33.5	21	2.3
5	11	771	31.8	19	829	35.9	25	4.1
6	12	602	31.8	19	618	33.1	21	1.3
7	10	357	33.9	22	351	35.3	24	1.4
8	11	322	34.5	23	308	34.4	23	-0.1
9	9	111	37.7	28	117	35.6	24	-2.1
10	5	91	31.8	19	89	34.2	22	2.4
11	3	73	35.4	24	75	33.8	22	-1.6
12	2	4	31.6	19	4	34.8	23	3.2
Total	14	4,904			5,061			

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.11

Basic Skills Two Points-in-Time Mathematics Results for Regular Term Currently Migrant Participants, by Grade -- 1991-92[a/]

Grade	Data Point 1				Data Point 2			Change
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile	
2	13	932	43.0	37	895	45.2	41	2.2
3	13	916	45.7	41	1,005	45.6	41	-0.1
4	14	898	44.8	40	916	45.8	42	1.0
5	13	987	45.7	41	939	46.3	43	0.6
6	14	1,048	44.9	40	935	44.5	39	-0.4
7	12	1,130	47.0	44	810	48.4	47	1.4
8	12	792	50.1	50	669	47.0	44	-3.1
9	9	630	52.5	54	472	48.1	46	-4.4
10	7	757	52.7	55	439	48.9	48	-3.8
11	4	619	48.9	48	266	51.6	53	2.7
12	3	356	47.5	45	135	53.7	57	6.2
Total	14	9,065			7,481			

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.12

Advanced Skills Two Points-in-Time Mathematics Results for Regular Term Currently Migrant Participants, by Grade -- 1991-92[a/]

Grade	Data Point 1				Data Point 2			Change
	Number of States Reporting	Number Tested	NCE Score	Percentile	Number Tested	NCE Score	Percentile	
2	11	571	34.7	23	607	37.2	27	2.5
3	11	600	35.8	25	632	37.8	28	2.0
4	13	570	35.0	23	599	39.1	30	4.1
5	11	513	37.1	27	575	38.4	29	1.3
6	12	444	34.9	23	462	36.0	25	1.1
7	11	299	34.9	23	290	39.6	31	4.7
8	9	240	35.2	24	240	35.9	25	0.7
9	5	33	46.7	43	28	42.5	36	-4.2
10	3	15	54.5	58	9	46.8	44	-7.7
11	2	7	48.7	47	3	47.8	45	-0.9
12	2	3	43.1	37	1	56.4	62	13.3
Total	13	3,295			3,446			

a/ Interpret with caution! These NCE scores were not anchored to specific national norm dates. Migrant projects could have conducted the point-in-time assessment for currently migrant participants at anytime during 1991-92 regular school year. Testing dates may have varied within and across states. Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.13

Basic Skills Reading Pretest and Posttest Results for Regular Term Formerly Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	Pretest		Posttest		Gain
			Pretest NCE	Percentile	Posttest NCE	Percentile	
2	27	3,758	31.7	19	32.9	20	1.2
3	27	4,566	31.4	18	34.7	23	3.3
4	26	4,603	33.3	21	34.9	23	1.6
5	25	4,818	33.2	21	35.6	24	2.5
6	26	4,175	33.4	21	35.6	24	2.2
7	26	2,282	33.8	22	36.2	25	2.4
8	26	2,353	34.0	22	34.6	23	0.6
9	18	994	33.0	20	33.4	21	0.5
10	16	824	32.0	19	33.6	21	1.6
11	15	624	31.2	18	33.9	22	2.7
12	9	421	31.0	18	32.0	19	1.1
Total	29	29,418					

a/ Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.14

Advanced Skills Reading Pretest and Posttest Results for Regular Term Formerly Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	Pretest		Posttest		Gain
			Pretest NCE	Percentile	Posttest NCE	Percentile	
2	23	1,596	36.6	26	37.6	27	1.0
3	21	1,717	36.2	25	38.0	28	1.9
4	23	1,573	37.3	27	38.5	29	1.2
5	24	1,450	38.4	29	40.7	32	2.3
6	22	1,006	39.2	30	40.0	31	0.8
7	23	717	39.8	31	41.9	35	2.2
8	23	565	38.4	29	39.4	30	1.0
9	15	198	42.1	35	41.1	33	-1.0
10	11	168	43.6	38	45.6	41	2.0
11	12	88	43.4	37	41.0	33	-2.4
12	7	47	41.2	33	43.4	37	2.2
Total	25	9,125					

a/ Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.15

Basic Skills Mathematics Pretest and Posttest Results for Regular Term Formerly Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	Pretest		Posttest		Gain
			Pretest NCE	Percentile	Posttest NCE	Percentile	
2	27	3,676	41.7	34	42.4	35	0.6
3	27	4,329	40.0	31	39.1	30	-0.9
4	27	4,493	38.8	29	40.8	33	2.0
5	26	4,698	39.5	30	40.9	33	1.4
6	27	4,167	39.5	30	41.2	33	1.6
7	27	3,020	41.6	34	42.3	35	0.7
8	27	2,989	41.1	33	40.7	32	-0.4
9	21	1,580	40.3	32	42.2	35	1.9
10	19	1,098	41.7	34	42.7	36	1.1
11	16	870	42.4	35	43.7	38	1.4
12	10	577	41.0	33	43.5	37	2.5
Total	30	31,497					

a/ Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.16

Advanced Skills Mathematics Pretest and Posttest Results for Regular Term Formerly Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	Pretest		Posttest		Gain
			Pretest NCE	Percentile	Posttest NCE	Percentile	
2	22	1,139	40.9	33	44.0	38	3.1
3	21	1,215	41.6	34	41.3	34	-0.3
4	22	1,233	41.9	34	43.3	37	1.5
5	23	1,094	42.9	36	42.0	35	-1.0
6	22	857	42.3	35	41.5	34	-0.8
7	22	629	43.1	37	42.5	36	-0.6
8	22	476	41.4	34	41.4	34	0.0
9	13	176	42.6	36	43.5	37	0.9
10	9	143	48.9	47	46.6	43	-2.2
11	7	75	48.1	46	47.1	44	-1.0
12	3	33	52.0	53	48.7	47	-3.3
Total	23	7,070					

a/ Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.17

Basic Skills Reading Sustained Gain Results for Regular Term Formerly Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	Baseline		Year 1		Year 2		Change Baseline to Year 1	Change Year 1 to Year 2	Change Baseline to Year 2
			NCE	Percentile	NCE	Percentile	NCE	Percentile			
2	1	25	46.7	43	39.5	30	36.0	25	-7.2	-3.6	-10.7
3	20	722	39.8	31	38.4	29	39.4	30	-1.4	1.0	-0.4
4	22	824	39.1	30	39.1	30	39.0	29	0.0	-0.1	-0.1
5	24	799	37.9	28	39.4	30	40.5	32	1.5	1.1	2.6
6	24	692	39.4	30	38.7	29	39.5	30	-0.6	0.8	0.2
7	21	510	34.4	23	35.3	24	37.6	27	0.9	2.3	3.2
8	23	281	36.2	25	36.1	25	37.6	27	-0.1	1.5	1.4
9	15	122	36.8	26	36.9	26	39.7	31	0.1	2.8	2.8
10	11	97	33.5	21	35.9	25	34.2	22	2.4	-1.7	0.7
11	8	132	33.5	21	31.2	18	31.9	19	-2.3	0.7	-1.6
12	4	55	29.0	15	30.1	17	32.8	20	1.1	2.7	3.8
Total	25	4,259									

a/ Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.18

Advanced Skills Reading Sustained Gain Results for Regular Term Formerly Migrant Participants, by Grade -- 1991-92[a]

Grade	Number of States Reporting	Number Tested	Baseline		Year 1		Year 2		Change Baseline to Year 1	Change Year 1 to Year 2	Change Baseline to Year 2
			NCE	Percentile	NCE	Percentile	NCE	Percentile			
2	0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
3	16	337	46.3	43	44.1	38	44.3	39	-2.2	0.2	-2.0
4	19	488	43.0	36	41.9	35	41.1	33	-1.0	-0.8	-1.9
5	21	429	39.2	30	41.4	34	44.8	40	2.2	3.5	5.6
6	19	357	41.0	33	41.0	33	43.5	37	0.0	2.5	2.5
7	18	258	36.6	26	37.8	28	40.5	32	1.2	2.7	3.9
8	17	149	39.4	30	38.4	29	40.3	32	-1.0	1.9	0.9
9	11	40	39.6	31	45.2	40	43.9	38	5.5	-1.3	4.2
10	7	31	31.8	19	35.2	24	33.4	21	3.4	-1.8	1.5
11	5	23	32.9	20	34.8	23	31.0	18	2.0	-3.8	-1.8
12	1	4	53.8	57	54.3	58	52.8	55	0.5	-1.5	-1.0
Total	22	2,116									

a/ Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.19

Basic Skills Mathematics Sustained Gain Results for Regular Term Formerly Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	Baseline		Year 1		Year 2		Change Baseline to Year 1	Change Year 1 to Year 2	Change Baseline to Year 2
			NCE	Percentile	NCE	Percentile	NCE	Percentile			
2	1	24	46.8	43	46.5	43	46.1	42	-0.3	-0.4	-0.7
3	17	650	50.0	50	48.8	47	44.9	40	-1.2	-4.0	-5.2
4	22	736	50.3	50	48.0	46	46.8	43	-2.4	-1.2	-3.6
5	24	759	45.3	41	47.3	44	45.8	42	2.0	-1.5	0.5
6	24	661	47.2	44	46.4	43	45.6	41	-0.8	-0.8	-1.7
7	21	494	43.5	37	44.1	39	42.5	36	0.6	-1.6	-1.0
8	21	273	44.4	39	41.3	33	42.3	35	-3.2	1.1	-2.1
9	12	103	47.3	44	47.6	45	46.8	44	0.3	-0.8	-0.5
10	10	84	44.7	39	45.4	41	42.9	36	0.7	-2.5	-1.7
11	6	123	41.8	34	43.8	38	38.5	29	1.9	-5.2	-3.3
12	3	54	39.3	30	39.8	31	40.7	33	0.5	0.9	1.4
Total	24	3,961									

a/ Refer to Appendix B for a discussion on the limitations of the achievement data.

Table 2.20

Advanced Skills Mathematics Sustained Gain Results for Regular Term Formerly Migrant Participants, by Grade -- 1991-92[a/]

Grade	Number of States Reporting	Number Tested	Baseline		Year 1		Year 2		Change Baseline to Year 1	Change Year 1 to Year 2	Change Baseline to Year 2
			NCE	Percentile	NCE	Percentile	NCE	Percentile			
2	0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
3	12	228	53.7	57	50.3	50	46.6	43	-3.4	-3.7	-7.1
4	16	300	52.6	54	49.4	48	47.2	44	-3.2	-2.2	-5.4
5	16	282	47.2	44	49.7	49	44.8	40	2.5	-4.8	-2.3
6	17	226	47.8	45	46.1	42	44.2	39	-1.6	-1.9	-3.6
7	14	152	44.1	38	46.2	42	41.4	34	2.1	-4.9	-2.7
8	10	82	45.0	40	41.5	34	39.7	31	-3.4	-1.9	-5.3
9	7	18	43.6	37	44.5	39	42.9	36	0.9	-1.5	-0.6
10	4	5	38.1	28	39.5	30	36.2	25	1.5	-3.3	-1.8
11	1	4	50.8	51	47.8	45	49.5	49	-3.0	1.8	-1.3
12	1	5	62.4	72	61.4	70	61.2	70	-1.0	-0.2	-1.2
Total	17	1,302									

a/ Refer to Appendix B for a discussion on the limitations of the achievement data.

Funding Information

Table 3.1

Chapter 1 Migrant Education Participation Allocations
School Years 1979-80 to 1991-92[a/]

School Year	Migrant Allocations	Percent Change
1979-80	$209,593,746	
1980-81	245,000,000	16.9
1981-82	266,400,000	8.7
1982-83	255,744,000	-4.0
1983-84	255,744,000	0.0
1984-85	258,024,000	0.9
1985-86	264,524,000	2.5
1986-87	253,149,000	-4.3
1987-88	264,524,000	4.5
1988-89	269,029,000	1.7
1989-90	271,700,000	1.0
1990-91	282,444,000	3.9
1991-92	294,592,169	4.3
Percent Change 1979-80 to 1991-92		40.6

Source: U.S. Department of Education.

a/ Includes the 50 states, the District of Columbia, Puerto Rico, the Northern Marianas, and MSRTS.

Table 3.2 Chapter 1 Migrant Allocations, by State -- 1990-91 and 1991-92

State	1990-91	1991-92	Percent Change
Alabama	1,915,186	1,966,556	2.7
Alaska	7,515,397	8,581,362	14.2
Arizona	7,041,283	6,906,387	-1.9
Arkansas	4,235,900	3,608,291	-14.8
California	93,155,567	100,340,195	7.7
Colorado	2,370,032	2,242,095	-5.4
Connecticut	2,010,054	2,269,791	12.9
Delaware	585,558	596,319	1.8
District of Columbia	87,137	119,164	36.8
Florida	23,533,882	23,051,848	-2.0
Georgia	2,435,322	3,124,393	28.3
Idaho	3,372,527	3,765,270	11.6
Illinois	1,949,448	1,881,838	-3.5
Indiana	1,140,089	1,433,874	25.8
Iowa	218,799	291,124	33.1
Kansas	3,783,236	4,016,322	6.2
Kentucky	2,175,756	2,721,808	25.1
Louisiana	3,177,875	3,012,306	-5.2
Maine	3,434,748	3,739,052	8.9
Maryland	376,447	331,403	-12.0
Massachusetts	4,591,267	4,350,702	-5.2
Michigan	10,499,948	11,724,452	11.7
Minnesota	2,057,837	1,886,050	-8.3
Mississippi	1,914,299	1,962,333	2.5
Missouri	725,904	709,942	-2.2
Montana	290,523	274,069	-5.7
Nebraska	340,406	405,574	19.1
Nevada	630,836	593,854	-5.9
New Hampshire	123,394	117,232	-5.0
New Jersey	1,544,047	1,373,821	-11.0
New Mexico	1,306,003	1,336,693	2.3
New York	6,349,210	6,821,658	7.4
North Carolina	2,781,691	3,238,372	16.4
North Dakota	525,885	472,734	-10.1
Northern Mariana a/	15,905	–	-100.0
Ohio	1,342,827	1,522,577	13.4
Oklahoma	976,989	992,993	1.6
Oregon	8,348,055	9,385,180	12.4
Pennsylvania	3,028,394	3,697,227	22.1
Puerto Rico	2,866,255	3,308,931	15.4
Rhode Island	157,506	170,006	7.9
South Carolina	252,391	240,969	-4.5
South Dakota	60,953	77,607	27.3
Tennessee	185,375	175,538	-5.3
Texas	43,296,784	41,617,465	-3.9
Utah	849,971	836,883	-1.5
Vermont	763,325	743,652	-2.6
Virginia	414,508	420,696	1.5
Washington	12,180,915	12,033,865	-1.2
West Virginia	41,734	25,142	-39.8
Wisconsin	812,759	800,378	-1.5
Wyoming	238,961	282,007	18.0
MSRTS	8,414,900	8,994,169	6.9
Nation	282,444,000	294,592,169	4.3

a/ The Northern Marianas did not file a State Performance with the Department of Education.

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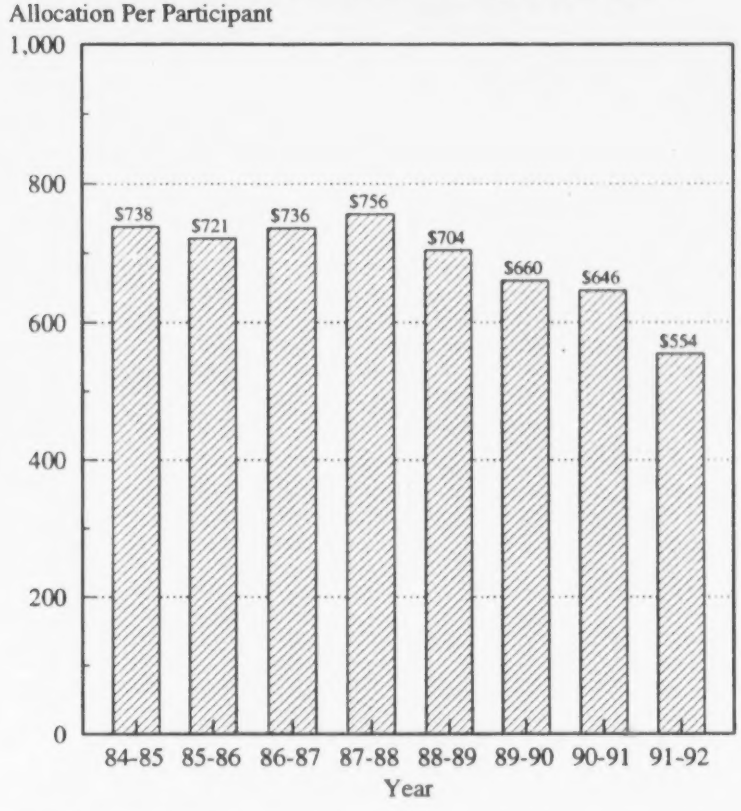
Figure 3.1
Chapter 1 Migrant Allocations Per Participant
School Years 1984-85 through 1991-92



Includes data for the 50 states, the District of Columbia, the Northern Marianas, and MSRTS.

APPENDIX A

EVALUATION REQUIREMENTS

Background

While evaluation requirements were always part of the legislation governing the Migrant Education Program, the U.S. Department of Education (ED) did not initially specify the format nor provide guidelines for the information to be collected. As a result, states developed their own locally relevant criteria for collecting and reporting participation information.

In 1983, however, ED determined that SEAs were required by the Chapter 1 statute to submit standardized information on the MEP to ED. To implement this decision, ED solicited input from SEAs on the most appropriate measures and developed a standard format for reporting participation information. The resulting standard form, the State Performance Report, was approved by the Office of Management and Budget (OMB) in the spring of 1985. The 1984-85 school year was the first year of data collection using this form.

Prior to the passage of P.L. 100-297, SEAs provided the following information on the State Performance Report:

- participation by gender, migrant status, year of birth, and race/ethnicity;
- participation by grade level for the regular and summer terms;
- participation by services provided for the regular and summer terms; and
- full-time equivalent (FTE) staff funded by the Chapter 1 MEP for the regular and summer terms.

Additionally, statewide summaries of achievement information were requested. Although no specific format was prescribed, states were encouraged to provide data by school term, grade, subject area, and testing schedule.

The passage of P.L. 100-297 resulted in the following changes to the Chapter 1 MEP evaluation requirements:

- the mandatory reporting of achievement data (P.L. 100-297, §1202(a)(6), and 34 CFR §201.51 through §201.54);
- the reporting of achievement data for formerly (settled out) migrant students separate from currently migrant students (P.L. 100-297, §1202(a)(6), and 34 CFR §201.51 through §201.54); and
- the collection of information on the number of migrant children with disabilities (P.L. 100-297, §1019(b)(3)).

Revisions to the State Performance Report

In order to incorporate the new provisions of P.L. 100-297 and to improve the utility of the data, ED, in cooperation with the states, revised the State Performance Report, receiving OMB approval in 1989. Under the revised form, states are required to submit annually the following information to ED (new information is indicated in italics):

- gender, migrant status, year of birth, and *disabled status* of participants (an unduplicated count across both terms);
- the number of participants by grade and *migrant status* for the regular and summer terms;
- the number of participants by service area and *by grade span and migrant status* for the regular and summer terms, including two new service categories--*guidance and counseling* and *social work and outreach*;
- the number of FTE staff funded by the Chapter 1 MEP for the regular and summer terms, including a new *clerical* category;
- information on *the number of projects and project sites operating in the state for both terms*;
- *sustained gain achievement information for formerly migrant children by subject, grade, term, and skill level (basic and advanced)*;
- *pre- and posttest information for formerly migrant children by subject, grade, term, and skill level*; and

- other outcome measures the SEA would like to report.

Reporting for School Years 1988-89 Through 1991-92

Realizing that the SEAs would require time to redesign their data collection systems to provide the additional information, ED allowed SEAs to report the data for 1988-89 on either the original or the revised State Performance Report. Twenty-nine states completed the original form, while 22 used the revised form, although the majority of the latter states did not report data for the new categories. Since most of the states reported data in the original format, the 1988-89 data were presented in a format consistent with the original form. For the 1989-90 reporting cycle, all but six states submitted data in the new required format. By the 1990-91 school year, all states were able to provide actual or estimated participant counts in the required reporting format. Because of the variations in the format, trends in the new categories cannot be examined.

For the 1991-92 reporting year, ED made further revisions to the State Performance report. In the participation section, states were required to submit the number participants classified as limited English Proficient (LEP). For the achievement section, states were requested to provide one-point-in-time test data for all eligible migrant children by migrant status, and to provide two-points-in-time test data for currently migrant participants. Realizing that states needed additional time to implement these changes to their assessment programs, ED allowed states that did not have the information readily available to submit achievement data in the old format.

The SEAs submitted information for the 1991-92 school year in the winter and early spring of 1993.

APPENDIX B

REPORTING PROBLEMS

Although the Chapter 1 Migrant State Performance Report data have been collected since the 1984-85 school year, concerns have been raised in recent years regarding the appropriate use and interpretation of the data. Some of these issues include the overall quality of the data, the duplication of participant counts, the intensity of services, the unit of analysis, and the use of norm-referenced tests.

Data Quality

Although an extensive editing process is used to verify the quality of the State Performance report data, anomalies remain that states are unable to explain or correct. Some of the examples are discussed below:

- In 1990-91, California reported the instructional service information in the broad "other instructional" category rather than in the discrete service categories (i.e., reading, mathematics, etc.). This change in reporting methods yielded decreases of between 30 to 40 percent in the number of participants receiving services in most instructional services categories and more than doubled the number of participants reported in the "other" category. These shifts in California had a significant impact in the number of participants served nationally from 1989-90 to 1990-91.

- States tend to collect the State Performance Report data either through LEA reports or from Migrant Student Record Transfer System (MSRTS) generated reports. Since 1984-85, several states have changed data collection methods, usually from a LEA based data collection system to a MSRTS based system. Generally, state officials report that new data collection methods are adopted to provide more accurate estimates of the number of migrant participants, and therefore when a new system is implemented large fluctuations in the data from previous years may occur that are not attributed to actual changes in the migrant population.

- From 1984-85 to 1987-88, Texas included students who were identified, but not necessarily served in the migrant status category. With the approval of the Texas SEA, Westat developed estimates of the number of participants served in the migrant status category.

Duplication of Participants Counts

One of the major limitations of the State Performance Report data is that duplicate participant counts occur for currently migrant participants moving within and across states. For example, if a child moves from Texas to Michigan in the same school year, both states will report the child in their State Performance Report; when the state data are aggregated to the national level, the child will be counted twice. Similarly, states may provide multiple participant counts for students moving from district to district.

Intensity of Services

Information is not available from the State Performance Reports to measure the intensity of services delivered to migrant participants, such as the number of times a participant received a particular service or the proportion of resources dedicated to a service. The methods of service delivery, such as extended day or pull-out services, also are not reported.

Unit of Analysis

Because the state is the smallest unit of analysis, there are limitations in the types of analyses that can be conducted with the State Performance Report data. It is not possible to examine Chapter 1 Migrant participation by project, district, or region. Also, the data base cannot be analyzed in conjunction with other data bases at the LEA level, such as the Common Core of Data (CCD) or the General Education Provisions Act (GEPA) Section 406A data collection.

Use of Norm Referenced Tests (NRT)

The achievement information in this report represent *summary figures* for the states that submitted data, and *are not national estimates* of the overall achievement levels of migrant education participants. However, they do provide a measure of achievement for the participants tested in these selected states and subject areas. State achievement data should not be interpreted as an indication of the relative performance of individual state migrant programs for the following reasons:

- **Statistical insignificance**. Much of the state achievement data are based on very small samples. In these cases there can be little confidence that the data provide an accurate estimate of the achievement of all migrant children in a given category. The effect of

low test participation can be seen in erratic fluctuations in average scores and pretest percentiles, which are often well above the mean.

- **Mobility**. To the extent that state averages reflect the scores of students who attended migrant education programs in several states, the effect of a particular state's migrant program cannot be separated from the effects of other states' programs.

- **Testing variation**. State testing practices vary considerably, reducing the interstate comparability of test results. Annual tests, for example, may be administered at different points in the school year. The tests themselves also vary, and some experts question the validity of aggregations or comparisons across different norm-referenced tests.

- **Non-match between testing and services received**. Students tested in reading and mathematics did not necessarily participate in migrant programs in those subjects.

APPENDIX C

METHODOLOGY

The U.S. Department of Education received State Performance Reports for 1991-92 in the winter of 1993. Westat was contracted by the Office of the Under Secretary to enter the data, review, correct, and summarize the State Performance Reports, perform edit checks on the participation information and review the achievement information provided by the SEAs. The purpose of the edit checks was to flag potential problems, not to suggest that the information was necessarily in error.

The edit process for the participation data focused on examining the information submitted for 1990-91 and 1991-92 and highlighting year-to-year changes that appeared to be unusually high. For the achievement information, only the 1991-92 data were reviewed. Westat subsequently prepared state-by-state listings of the information submitted by the SEAs, highlighting any data items that were identified through the edit process, and sent them to the SEAs for their review. Westat staff then placed telephone calls to each SEA to elicit their response. In several instances, SEAs revised data for either 1991-92.

At the conclusion of this process, Westat entered the revisions into the Chapter 1 Migrant Education database and produced this report, as well as a State Feedback Report for each SEA.

APPENDIX D

REPORTING FORM FOR THE CHAPTER 1 MIGRANT PROGRAM STATE PERFORMANCE REPORTS

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202-6135

FORM APPROVED
OMB NO. 1810-0519
EXPIRATION DATE 09/30/95

STATE PERFORMANCE REPORT
TITLE I, CHAPTER 1
ELEMENTARY AND SECONDARY EDUCATION ACT
STATE AGENCY PROGRAM FOR MIGRATORY CHILDREN

DATA BURDEN

Public reporting burden for the Migrant Education State Performance Report data collection is estimated to average 160 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington DC 20202-4651, and to the Office of Management and Budget, Paperwork Reduction Project 1810-0519, Washington, DC 20503.

INSTRUCTIONS

MAILING: Complete the attached form and mail the original and two copies to:

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135

CONTACT INFORMATION AND CERTIFICATION: Fill in each category and attach this cover sheet to your performance report submission.

PART I: PARTICIPATION INFORMATION

NOTE: Participation information is required for children who received instructional or support services funded totally or in part with Migrant Education Program (MEP) funds. DO NOT count children who only were entered in the Migrant Student Record Transfer System (MSRTS) and did not participate in instructional or support services funded totally or in part with MEP funds, except in Part III, ITEM A. Part III, ITEM A requests available test information on all MEP-eligible students, both participants and non-participants. (See Part III instructions for full explanation.)

A. Demographic Data - This section provides the count of the number of children participating by gender, age, migrant status, racial/ethnic group, disability, and limited English proficiency. Count a child only once (unduplicated count) for each of the ITEMS A.1 - A.6 listed below even if he or she participated in both regular and summer school term projects.

NOTE: The totals reported for ITEMS A.1 through A.4 should all be identical. Totals for ITEMS A.5 and A.6 should be lower.

ITEM A.1 By gender, enter the number of children who participated in MEP-funded instructional or support services during the regular or summer school term. Count a child only once.

ITEM A.2 By year of birth, enter the number of children who participated in MEP-funded instructional or support services during the regular or summer school term. Count a child only once.

ITEM A.3 By migrant status, enter the number of children who participated in MEP-funded instructional or support services during the regular or summer school term. If a child changed migrant status during the reporting period, record the most recent status, except as follows: if at any time during the reporting period a child was in a currently status, count the child in his or her most recent currently migrant status (rather than in any formerly status). Count a child only once.

ITEM A.4 By racial/ethnic category, enter the number of children who participated in MEP-funded instructional or support services during the regular or summer school term. Count a child only once.

ITEM A.5 Enter the number of children with designated disabilities by gender who participated in MEP-funded instructional or support services during the regular or summer school term. Count a child only once. See glossary for definition of "disability."

ITEM A.6 Enter the number of children with limited English proficiency who participated in any kind of MEP-funded instructional or support service during the regular or summer school term. Count a child only once.

PART II: PROGRAM DESCRIPTIVE INFORMATION

A. Program Data - This section provides the counts of children in regular and summer term migrant education programs who participated in instructional or support services.

ITEM A.1 Students Participating by Grade, School Term and Status
Enter the number of students by grade level, school term and status who participated in instructional or support services during either the regular or summer terms. A child who attended both the regular and summer terms should be counted separately, once in each column.

ITEM A.2 Instructional Services
For each listed instructional service, enter the number of students by grade level, school term and status who participated in services during the regular or summer term. See page 2 of glossary for explanations of ungraded categories. Count a child only once for each type of instructional service he or she participated in during the regular term or during the summer term.

ITEM A.3 Support Services
For each listed support service, enter the number of children by grade level, school term and status who participated in services during the regular or the summer terms. Count a child only once for each type of support service he or she participated in during the regular term or during the summer term.

B. Project Information - This section provides the numbers of project awards (i.e., subgrants) the SEA made directly to regional, local educational or other nonprofit agencies, and the numbers of local sites which then provided services to migratory children.

ITEM B.1 Enter the number of project subgrants awarded for regular term only, summer term only, and for both regular and summer terms.

ITEM B.2 Enter the number of project sites for regular term only, summer term only, and for both regular and summer terms.

C. Staff Information - This section provides information on the number of staff and the types of positions supported totally or in part by the migrant program.

ITEM C.1 For each school term, enter the number of migrant staff in full-time-equivalent (FTE) units by job classification. A staff member should be counted only if all or part of his or her salary is funded by Chapter 1 MEP or administrative funds. Define how many full-time days constitute one FTE for each term in your State. For example, one regular term FTE may equal 180

full-time (8 hour) work days, and one summer term FTE may equal 30 full-time work days. See Q29-Q34 and the definition of FTE in the glossary for more information about how to count staff time.

PART III: ACHIEVEMENT INFORMATION

General:

SEAs are required under 34 CFR 201.51(c) to submit evaluation data to the Secretary of Education on their programs in terms of their effectiveness in achieving stated goals, including objective measurements of educational achievement in basic and more advanced skills which all children are expected to achieve.

Data should be separated by school term, grade level, migratory status (currently and formerly), participation in the program (available achievement information for non-participating eligible children is reported in Part III, ITEM A only), and subject (ITEM A requests all available test information for all students, while ITEMS B, C, and D request subject area testing for participants only, and in only those subject areas in which a child received MEP-sponsored instructional services).

The achievement data reported must conform to the technical standards described in the regulations for the Chapter 1 Migrant program, and should conform to the Chapter 1 Model A format wherever possible (reporting in NCEs is preferred but not required). The data may be reported making use of the Migrant Education Needs Assessment and Evaluation System (MENAES). Details for MENAES are obtainable from the SEA Chapter 1 evaluation personnel, MSRTS, and the Technical Assistance Centers (TAC/R-TACs). Test results may come from district, Chapter 1 basic, or special MEP testing programs. Further information and guidance about reporting achievement data may be found in sections 201.53 and 201.55 of the program regulations, and in Chapter XI of the Migrant Education Program Policy Manual.

Data from Spanish or other non-English norm-referenced tests should be reported on separate copies of the pages in Part III. Do not aggregate different-language test scores with English-language test scores. Note the test language, if other than English, in ITEMS A.7, B.7, C.7, and D.7.

LEAs should include all migratory children in their testing programs in order to capitalize efficiently on a testing program which occurs while a currently migratory child is enrolled in a school and to assure that all migratory children are tested. Students who are not tested under local district or Chapter 1 basic programs should be tested, if possible, through the MEP.

Standardized test data are gathered on each of three different categories of migratory children:

1. **All** migratory children who are entered in MSRTS and who have participated in a migrant program during the reporting year (See PART III, ITEMS A-C of the Performance Report);

2. Migratory children who are entered into MSRTS and who have not participated in a migrant program during the reporting year (See PART III, ITEM A of the Performance Report); and

3. **Formerly** migratory children who have participated in a regular school year instructional program offered by the same operating agency for at least two consecutive years, and who received migrant education program instructional services during those years, for the purpose of determining sustained effects of the program (See PART III, ITEM D of the Performance Report).

The last section of this report, PART IV - Desired Outcomes, is to report on the attainment of other instructional desired objective outcome measures expected of all children, which may involve reporting of norm-referenced test results. Part IV is also to be used to report on evaluations of support services, summer school, and parent involvement.

PART III, ITEMS A.1 - A.7: All Eligible Migratory Children (Both Participants and Non-Participants in MEP-Sponsored Services) - Regular School Term - One Point in Time.

This section creates a descriptive "snapshot" of the academic status of all eligible migrant students in the country for whom norm-referenced test data are available. You are to report available achievement test data for all migratory children who were entered into MSRTS and for whom test data are available, **including both participants and non-participants** in MEP services (a non-participant is any eligible child who has been identified and entered into MSRTS, but receives no services beyond recruitment or needs assessment). For many children, the data can be obtained through the Chapter 1 basic or operating agency's testing programs and will consist of norm-referenced standardized achievement test scores administered over 12-month cycles. There is no special requirement to test non-participating children; report test scores for these children only if scores are available from needs assessment, local district, or other testing programs.

ITEM A.1 Indicate with a check mark, whether the test scores were obtained from a **fall** or **spring** testing session. Separate copies of the form should be used for scores acquired during fall or spring testing cycles.

ITEM A.2 Check the **subject area** of the test scores being reported on this page of your report. Separate forms should be used for each subject area.

ITEM A.3 Indicate with a check mark whether the scores represent **basic or more advanced** skills. Separate forms should be used for reporting basic and advanced skill score averages.

ITEM A.4 Check to indicate whether the data represents scores from **all migratory children** for whom test scores were obtained, or an **approved sample** of migratory children. Guidance on sampling may be obtained from the Office of Migrant Education or the TACs/R-TACs. Note that sampling plans must be approved in advance by the Secretary as required by section 201.55 of the program regulations.

ITEM A.5 Indicate the **score type** being reported. Separate forms should be used to report different score types.

ITEM A.6 Enter data into the table as indicated by the column headings. Double check the entries for accuracy. You should enter all available scores for children who have been identified as eligible for the MEP, both those who have and have not participated in MEP-sponsored academic or support services. Scores may be obtained through needs assessments procedures, Chapter 1 basic, MEP, or operating agency testing programs. While there is no special requirement for the MEP to test non-participating children, the MEP must test all participating children that it can. (See Q35-Q40 in the Questions and Answers section for more information on testing requirements.)

ITEM A.7 Indicate the test language, if other than English.

PART III, ITEMS B.1 - B.7: Participating Currently Migratory Children - Regular School Term - Two Points in Time

This section requests reporting of matched achievement test scores obtained over a 12-month testing period for currently migratory children. Such information may more reliably indicate program impact than the purely descriptive achievement data reported in ITEM A. Test data should correlate with the type of academic service provided. For example, math scores should be reported only for those students who participated in MEP-sponsored math instructional services.

ITEM B.1 Indicate with a check mark, whether the test scores were obtained from a **fall** or **spring** testing session. Separate copies of the form should be used for scores acquired during fall or spring testing cycles.

ITEM B.2 Check the **subject area** of the test scores being reported on this page of your report. Separate forms should be used for each subject area.

ITEM B.3 Indicate with a check mark whether the scores represent **basic or more advanced** skills. Separate forms should be used for reporting basic and advanced skill score averages.

ITEM B.4 Check to indicate whether the data represents scores from **all participating migratory children** for whom test scores were obtained or an **approved sample** of participating migratory children. (ITEM A.4 does not apply to scores reported for non-participants.) Guidance on sampling may be obtained from the Office of Migrant Education or the TACs/R-TACs. Note that sampling plans must be approved in advance by the Secretary as required by section 201.55 of the program regulations.

ITEM B.5 Indicate the **score type** being reported. Separate forms should be used to report different score types.

ITEM B.6 Enter data into the table as indicated by the column headings. Double check the entries for accuracy. You should enter test data for only those students who have participated in MEP-sponsored instructional services, and only in the subject areas in which they participated. Scores may be obtained through needs assessments procedures, Chapter 1 basic, MEP, or operating agency testing programs.

ITEM B.7 Indicate the test language, if other than English.

PART III, ITEMS C.1 - C.7: Participating Formerly Migratory Children - Regular School Term - Two Points in Time

This section is exactly the same as ITEM B, except that you report matched scores for formerly rather than currently migratory children here. Follow the instructions immediately above for this section.

PART III, ITEMS D.1 - D.7: Participating Formerly Migratory Children: Sustained Effects Scores - Three Points in Time

This section of the form is for reporting on the sustained effects of the migrant program. Keep in mind the following factors when reporting sustained effects:

(a) Data listed should represent only those formerly migratory children who have participated in a regular school year instructional program offered by the same operating agency for at least two consecutive years; who received MEP instructional services during those years; and for whom you have three matched annual test scores.

(b) Test data should correlate with the type of academic service provided. For example, math scores should be reported only for those students who participated in MEP-sponsored math instructional services.

(c) **Sustained effects test scores must be reported for all students who meet the criteria described in (a) above, even if some of these students show an academic loss between years 1 and 2. This is because all students taken as a group Statewide represent the unit of analysis that determines whether sustained effects scores are reported to the Secretary or not. Sustained gains test scores are reported when academic gains from year 1 to year 2 are evidenced for all students taken as a whole Statewide. Since scores aggregated Statewide should almost always show academic gains rather than losses, the SEA will almost always be responsible for reporting sustained effects scores for all students in (a) above, even if some of those students experienced an academic loss.**

ITEM D.1 Indicate with a check mark, whether the test scores were obtained from a **fall** or **spring** testing session. Separate copies of the form should be used for scores acquired during fall or spring testing cycles.

ITEM D.2 Check the **subject area** of the test scores being reported on this page of your report. Separate forms should be used for each subject area.

ITEM D.3 Indicate with a check mark whether the scores represent **basic or more advanced** skills. Separate forms should be used for reporting basic and advanced skill score averages.

ITEM D.4 Check to indicate whether the data represents scores from **all participating migratory children** for whom test scores were obtained or an **approved sample** of participating migratory children. Note that sampling plans must be approved in advance by the Secretary as required by section 201.55 of the program regulations.

ITEM D.5 Indicate the **score type** being reported. Separate forms should be used to report different score types.

ITEM D.6 Enter data into the table as indicated by the column headings. Double check the entries for accuracy. Report all three scores for a child under the grade the child was in when the third data point was measured. For example, for children who did not repeat grades, scores reported under grade 6 would include baseline scores gathered when the child was in fourth grade, Year 1 scores gathered when the child was in fifth grade, and Year 2 scores gathered when the child was in grade 6. Indicate with a "+" or a "-" whether the changes from year to year are positive or negative.

ITEM D.7 Indicate the test language, if other than English.

PART IV: Desired Outcomes

This form is to be used to report data on desired outcomes as contained in your State plan, other than the norm-referenced test results reported in Part III. These may include: **evaluations of regular school term programs, summer programs, and parent involvement and support services effectiveness for both regular school term programs and summer term programs.** A separate copy of the page should be used for each outcome reported. Report only on students (or their parents) who participated in the service described on each page.

Desired outcomes that involve reporting of norm-referenced test results should be reported as in Part III, using the regulatory technical standards and Chapter 1 Model A reporting format.

ITEM A.1 List each desired outcome in your approved State plan singly on separate copies of page 10 of the performance report. Describe the desired outcome reported on the page as it is written in your approved State plan.

ITEM A.2 Describe the target population in terms of number of children who participated, their migratory status, the school terms in which they participated, and their age or grade levels.

ITEM A.3 Describe the services provided to accomplish the desired outcome.

ITEM A.4 Describe the evaluation procedures and measures. Include information on the objective criteria used and any problems involved in applying the criteria.

ITEM A.5 Describe the results of the evaluation. Quantify data as much as possible, and include a narrative interpretation. Explain any anomalies.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202-6135

FORM APPROVED
OMB NO. 1810-0519
EXPIRATION DATE 09/30/95

STATE PERFORMANCE REPORT
TITLE I, CHAPTER 1
ELEMENTARY AND SECONDARY EDUCATION ACT
STATE AGENCY PROGRAM FOR MIGRATORY CHILDREN

CONTACT INFORMATION AND CERTIFICATION

SCHOOL YEAR 19 ___ - ___

CONTACT INFORMATION

NAME OF STATE EDUCATIONAL AGENCY OFFICE OR UNIT SUBMITTING REPORT

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE AND ZIP CODE)

NAME, TITLE AND TELEPHONE OF PERSON TO BE CONTACTED ABOUT REPORT

CERTIFICATION

THIS REPORT CONTAINS THE MOST ACCURATE DATA AVAILABLE TO THE SEA.

SIGNATURE TITLE DATE

Migrant Education Grants to State Educational Agencies

PART I: PARTICIPATION INFORMATION

Name of State

A. Demographic Data

Give the unduplicated number of migrant participants during the Regular Term and the Summer Term combined.

ITEM A.1 By Gender

Male	Female	TOTAL

ITEM A.2 By Year of Birth

1969		1981		1993	
1970		1982		1994	
1971		1983			
1972		1984			
1973		1985			
1974		1986			
1975		1987			
1976		1988			
1977		1989			
1978		1990			
1979		1991			
1980		1992			

TOTAL

ITEM A.3 By Migrant Status

See instructions, page ii regarding which status to report children who qualify for more than one status during the year.

Status I	
Status II	
Status III	
Status IV	
Status V	
Status VI	

TOTAL

ITEM A.4 By Racial/Ethnic Group

American Indian or Alaskan Native	
Asian or Pacific Islander	
Black (not Hispanic)	
Hispanic	
White (not Hispanic)	

TOTAL

TOTALS FOR ITEMS A.1 - A.4 SHOULD AGREE.

ITEM A.5 With Disabilities

Male	Female	TOTAL

ITEM A.6 Limited English Proficient

TOTAL

Name of State

PART II: PROGRAM DESCRIPTIVE INFORMATION

A. Program Data

ITEM A.1 Students Participating by Grade and School Term
Enter the number of migrant participants in each age or grade by the term in which they participated in services. Students who participated in both regular and summer terms should be counted twice -- once for each term.

GRADE	REGULAR TERM		SUMMER TERM	
	Currently	Formerly	Currently	Formerly
Ages 0-2				
Ages 3-5*				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Out-of-school**				
Ungraded***				
TOTALS				

* Do not include children in the 3-5 category who are counted in kindergarten or other grades.

** Out-of-school youth are those entered into MSRTS with no school enrollment, but with supplemental program code data. This category may include, for example, drop-out students, those working on a GED, or residency-only children. Exclude preschoolers. Explain what kinds of children or youth you have included in the out-of-school category:_____

_____

_____

*** Ungraded students may include, for example, special education children, transitional bilingual students, or those in a correctional setting. Explain what kinds of children or youth are included in the ungraded category:____

_____

_____

Name of State

PART II: PROGRAM DESCRIPTIVE INFORMATION

A. Program Data

ITEM A.2 Instructional Services

Enter the number of migrant participants by regular and summer term, by status and by grade level groupings. Count each child once for each term in which he or she participated in each instructional category. Do not count the number of service interventions per child. Include only those support services provided in whole or in part with MEP funds.

SUBJECT	Grouping	REGULAR TERM		SUMMER TERM	
		Currently	Formerly	Currently	Formerly
English for LEP Children (ESL)	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Reading	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Language Arts Not Above	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Mathematics	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Vocational Career	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Other (Specify)	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Other (Specify)	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				

Name of State

PART II: PROGRAM DESCRIPTIVE INFORMATION

A. Program Data

ITEM A.3 Support Services

Enter the number of migrant participants by regular and summer term, by status and by grade level groupings. Count each child once for each term in which he or she participated in each support service category. Do not count the number of service interventions per child. Include only those support services provided in whole or in part with MEP funds.

SERVICE	Grouping	REGULAR TERM		SUMMER TERM	
		Currently	Formerly	Currently	Formerly
Guidance Counseling	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Social Work, Outreach or Advocacy	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Health	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Dental	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Nutrition	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Pupil Transportation	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				
Other (Specify)	Pre-K,K				
	1 - 6				
	7 - 12				
	Ungraded				
	Out-of-school				

Name of State

PART II: PROGRAM DESCRIPTIVE INFORMATION

B. Project Information - See GLOSSARY for definitions

ITEM B.1 Number of Subgrants or Service Contracts
Enter the number of the SEA's subgrants or service contracts. These numbers may not necessarily be the same as the number of operating project sites in ITEM B.2 below.

Regular Only	Summer Only	Both Reg & Sum	TOTAL

ITEM B.2 Number of Project Sites
Enter the number of sites that operated a migrant education project. These numbers may be greater than those reported in ITEM B.1 since a single subgrantee may provide services at more than one location.

Regular Only	Summer Only	Both Reg & Sum	TOTAL

C. Staff Information

ITEM C.1 Staff Time
Enter the number of staff employed in migrant projects by job classification and by regular and summer school terms. Report in full-time equivalents. Define what constitutes 1 FTE for each term in your State.

	REGULAR TERM 1 FTE = ____ DAYS	SUMMER TERM 1 FTE = ____ DAYS
Administrators		
Teachers		
Teacher Aides		
Clerical Staff		
Recruiters		
MSRTS Data Entry Specialists		
Support Services Staff (Not Above)		
Linker/ Advocate		
Other (Specify)		

Name of State

PART III: ACHIEVEMENT INFORMATION

A. All Eligible Migratory Children (Both Participants and Non-Participants in MEP-Sponsored Services) - Regular School Term - One Point In Time

NOTE: Complete a separate copy of this form for each variable in ITEMS A.1 - A.5, and A.7.

ITEM A.1 Test Cycle (Check One)

_____ Fall Test Scores
_____ Spring Test Scores

ITEM A.2 Subject (Check One)

_____ Reading
_____ Math
_____ Language Arts

ITEM A.3 Skill Level (Check One)

_____ Basic Skills
_____ Advanced Skills

ITEM A.4 Data Source (Check One)

_____ All Students
_____ Approved Sample

ITEM A.5 Score Type (Check One)

_____ Normal Curve Equivalents (NCEs)
_____ Percentile Ranks (PRs)
_____ Other (Specify Metric) _____

ITEM A.6 Statewide Achievement Test Scores - ALL Eligible Children, One Point in Time

	Formerly Migratory Children		Currently Migratory Children	
GRADE	NUMBER TESTED	MEAN TEST SCORE	NUMBER TESTED	MEAN TEST SCORE
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

ITEM A.7 Test Language (if other than English) _____

PART III: ACHIEVEMENT INFORMATION

Name of State

B. Participating Currently Migratory Children - Regular School Term - Two Points in Time

NOTE: Complete a separate copy of this form for each variable in ITEMS B.1 - B.5, and B.7.

ITEM B.1 Test Cycle (Check One)

_____ Fall Test Scores
_____ Spring Test Scores

ITEM B.2 Subject (Check One)

_____ Reading
_____ Math
_____ Language Arts

ITEM B.3 Skill Level (Check One)

_____ Basic Skills
_____ Advanced Skills

ITEM B.4 Data Source (Check One)

_____ All Students
_____ Approved Sample

ITEM B.5 Score Type (Check One)

_____ Normal Curve Equivalents (NCEs)
_____ Percentile Ranks (PRs)
_____ Other (Specify Metric) _____

ITEM B.6 Statewide Achievement Test Scores

CURRENTLY MIGRATORY CHILDREN					
	Data Point 1		Data Point 2		
GRADE	Number Tested	Mean Test Score	Number Tested	Mean Test Score	Gain (+/-)
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

ITEM B.7 Test Language (if other than English) _____

Name of State

PART III: ACHIEVEMENT INFORMATION

C. Participating Formerly Migratory Children - Regular School Term - Two Points in Time

NOTE: Complete a separate copy of this form for each variable in ITEMS C.1 - C.5, and C.7.

ITEM C.1 Test Cycle (Check One)

_____ Fall Test Scores
_____ Spring Test Scores

ITEM C.2 Subject (Check One)

_____ Reading
_____ Math
_____ Language Arts

ITEM C.3 Skill Level (Check One)

_____ Basic Skills
_____ Advanced Skills

ITEM C.4 Data Source (Check One)

_____ All Students
_____ Approved Sample

ITEM C.5 Score Type (Check One)

_____ Normal Curve Equivalents (NCEs)
_____ Percentile Ranks (PRs)
_____ Other (Specify Metric) _____

ITEM C.6 Statewide Achievement Test Scores

FORMERLY MIGRATORY CHILDREN					
	Data Point 1		Data Point 2		
GRADE	Number Tested	Mean Test Score	Number Tested	Mean Test Score	Gain (+/-)
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

ITEM C.7 Test Language (if other than English) _____

Name of State

PART III: ACHIEVEMENT INFORMATION

D. Participating Formerly Migratory Children - Sustained Effects Scores - Three Points in Time

NOTE: Complete a separate copy of this form for each variable in ITEMS D.1 - D.5, and D.7.

ITEM D.1 Test Cycle (Check One)

_____ Fall Test Scores
_____ Spring Test Scores

ITEM D.2 Subject (Check One)

_____ Reading
_____ Math
_____ Language Arts

ITEM D.3 Skill Level (Check One)

_____ Basic Skills
_____ Advanced Skills

ITEM D.4 Data Source (Check One)

_____ All Students
_____ Approved Sample

ITEM D.5 Score Type (Check One)

_____ Normal Curve Equivalents (NCEs)
_____ Percentile Ranks (PRs)
_____ Other (Specify Metric) _____

ITEM D.6 Statewide Achievement Test Scores

Grade	Number Tested	Baseline Mean Score	Year 1 Mean Score	Gain (+/-)	Year 2 Mean Score	Year 2 Mean Minus Year 1 Mean (+/-)
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

ITEM D.7 Test Language (if other than English) _____

Name of State

PART IV: DESIRED OUTCOMES

A. Outcomes: Complete a separate form for each outcome in your State plan.

ITEM A.1 Desired Outcome Reported On This Page:
(As listed in State plan)

ITEM A.2 Target Population:
(Describe in terms of number of children, migratory status, school terms, and age or grade levels.)

ITEM A.3 Service(s) Provided to Accomplish the Desired Outcome:

ITEM A.4 Describe Evaluation Procedures and Measures:

ITEM A.5 Describe Evaluation Results:
(Include summary data in tabular form with a narrative interpretation.)

(Attach Extra Sheets As Necessary)